I. Course Description
   This course is designed for doctoral students who want to pursue their interests in qualitative methods and who want to use these methods in their dissertation. Students would need to have a qualitative research methods course completed in order to take this class. Students will learn to use various qualitative data analysis methods using multiple data sources.

II. Rationale
   Qualitative inquiry relies on developing an in-depth data analysis and understanding of the topic being investigated. Such in-depth understanding emerge from triangulation of various data sources as well as using multiple approaches to data analysis to confirm understanding. Students in education who wish to conduct a qualitative dissertation will need to engage in this data analysis process to present their work that is grounded in academic rigor and trustworthiness. This course will also help students produce a conference proposal and develop skills for documenting their findings, data analysis processes, and representing final outcomes of their studies.

III. State Adopted Proficiency Domains
   N/A

IV. TExES Competencies
   N/A

V. Course Objectives and Outcomes
   After completing this course, the learner will be able to
   1. Identify the processes involved in qualitative data collection (interview, observations, document analysis)
   2. Implement the process of data collection in your own work
3. Identify various forms of inductive analysis
4. Implement a form of inductive analysis in your own work
5. Discuss and define the limits and possibilities of academic rigor that you were able to maintain in your own work and ethical issues that emerged
6. Identify resistant forms of analysis of qualitative data
7. Implement resistant forms of analysis in your work
8. Maintain a research journal during the entire class reflecting on the process, and the kinds of knowledge you are producing, including their potentials and possibilities
9. Produce a publishable paper and a conference proposal at the end of the course
10. Identify at least one data analysis approach that is appropriate for your qualitative study

V. Course Topics
The major topics of this course are:
- Designing and executing interviews
- Participant Observation
- Document Analysis
- Visual Methods
- Qualitative Data Management and Analysis
- Narrative Approaches
- Phenomenological Research Methods
- Arts-Based Approaches to Qualitative Research
- Ethnodrama and Autoethnography
- Computer Assisted Data Analysis
- Feminist Approaches to Data Analysis and Representation
- Writing Up Qualitative Research

VI. Instructional Methods and Activities
- Discussions
- Games
- Project-based learning
- Online wikis
- Lecture

VII. Evaluation and Grade Assignment
<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Data Inventory and Project Description</td>
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<tr>
<td>Inductive Analysis Report</td>
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<td>Second Analysis Report</td>
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<tr>
<td>Final Paper</td>
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<td>Online Blog and Participation</td>
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<tr>
<td>Leading Class Discussion/Presentation</td>
<td>10</td>
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<tr>
<td>Class Participation</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Data Inventory and Project Description (5 points) 3-5 pages double spaced
Students will collect at least three types of data on a topic of your interest. At least two of those types have to be an hour interview, and an hour of observation. The third type of data can be any form of archival data including pictures, documents, films, tapes, music, etc. Students will need to frame a project description outlining how much data they will collect and a brief description of their goals for data analysis in this course.

Inductive Analysis Report (20 points) 15-20 pages double spaced
This data analysis project is designed to assist students in exploring ways to make meaning of data. The project should contain
1. A review of methodological literature related to the analytic procedures used for the project.
   • Who are the scholars who have contributed to this approach and write about it?
   • What theoretical frameworks guide this approach to analysis/interpretation?
2. Clear, specific description of how you applied this strategy to your data. Include a data analysis sample to show how you conducted analysis and/or representation in this way.
3. Presentation of findings
   • Clear representation of analysis
   • Inclusion of descriptive summary/visual charts as applicable
4. Reflections on the use of this strategy in your own work.
   • What do you think about the approach?
   • What have you learned that you could use in your own work?

Second Analysis Report (20 points) 15- 20 pages double spaced
In this assignment, students will choose to analyze your data using any of the following methods.
- narrative analysis
- phenomenological analysis
- poetic representation
- ethnodrama
- feminist approaches
- or any other alternate representation of your choice

However, the requirements for academic rigor will remain the same as the inductive analysis report as mentioned above. So students will need to include the following:

1. A review of methodological literature related to the analytic procedures used for the project.
   • Who are the scholars who have contributed to this approach and write about it?
   • What theoretical frameworks guide this approach to analysis/interpretation?
2. Clear, specific description of how you applied this strategy to your data. Include a data analysis sample to show how you conducted analysis and/or representation in this way.

3. Presentation of findings
   - Clear representation of analysis
   - Inclusion of descriptive summary/visual charts as applicable

4. Reflections on the use of this strategy in your own work.
   - What do you think about the approach?
   - What have you learned that you could use in your own work?

**Final Paper (20 points) 25-30 pages double spaced**

Students will write the final paper in publishable format. Students will determine the location of your publication (for the purpose of this class, I prefer it to be a methodological journal), and write a paper accordingly. Data analysis is writing, therefore students must write as we go on through the class through journal reflections, and through various forms of memoing. The following are the sections that students should include in their final paper.

**Introduction**
Engage your reader in the topic, introducing the topic and research questions to be addressed. Entice us to read your paper. Provide a roadmap for where we are going in the paper.

**Literature Review**
Situate your work in the context of current scholarly literature. This should be a comprehensive review of the literature, written concisely. Substantiate how your study will contribute to the field of inquiry. (Keep this section short in terms of substantive literature, but include more methodological literature)

**Research Design & Methods Statement**
This is a clear, concise methods statement (the purpose and design of your study, the theoretical and methodological framework from which you are working, data collection procedures, setting and/or participant descriptions and a detailed description of your data analysis procedures). Be sure to cite the scholars who have informed your methods.

**Findings: Data Presentation**
This portion of the paper is an analysis of your database. You should include the major concepts or themes you have constructed from your data with appropriate examples. You should be able to present your analysis in the form of a visual model, diagram or table. Quotes from your participants (or fieldnotes and/or documents) as well as data displays provide evidence for the findings that you present.
Discussion and Conclusions
Summarize your findings with respect to the research questions. How do your findings contribute to the literature? What are the implications for policy/practice/further research? So what?

References
Include citations for all references used in your paper.

Appendix
Example of your data analysis processes (such as tables, coded data, transcripts, diagrams that demonstrate your “work in progress”).

Leading Class Discussion/Presentation (15 points)
Individually or as a pair, you can choose any of the ONLINE day’s topics and design questions and activities to lead the class discussion either online or face-to-face. You will have 30-40 minutes for this activity. The requirements for this assignment are as follows:

- Prepare an easy-to-understand 3-4 page statement about the analysis, key players in the analysis, and example of the analysis.
- Detail steps used in this form of analysis as you deem appropriate
- Prepare 2-3 questions for class discussions or prepare an activity where the student will be engaged utilizing the analytical approach as examples
- Blog about your experiences about this assignment including the following information
  - Contribution to the project (if working collaboratively)
  - Analytical insights gained from the research, presentation, and class discussion
  - Applicability of this analysis in your work

Online Blog and Participation (20 points)
Qualitative research rests strongly on the reflective process of the researcher. Therefore, throughout this class, students will be asked to journal your experiences as a researcher who collects and analyzes data, who participates in discourses related to various forms of data analysis, and how you make meaning of those experiences. You will be expected to maintain a research journal throughout the semester as well as respond and reflect to prompts generated in class. You will also be expected to participate in group discussion and responding to each other as you build a community of practice with each other.
VIII. Course Policies and Schedule

1. This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you will come to class prepared, complete all the assignments, and not request extra-credit assignments at the end of the semester should your grade be below your expectations. **There will be NO extra credit assignments under any circumstances.**

2. We are in a multicultural learning environment. I expect that you remain aware of and sensitive to educational research issues emerging from multiple perspectives and integrate into your own as you construct your arguments in class and in your assignments.

3. This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. You will need to stay on top of things in order to perform well in this class. If you find that you are offering me multiple excuses for your inability to hand in assignments on time, attend all classes, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

4. There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   - Ability to proof read your assignments before submitting
   - Ability to cite references when making general and/or specific statements that are not entirely your own
   - Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   - Ability to connect to the Internet, download required materials, and post required materials as needed. **I will not entertain excuses emerging from last minute computer troubles.** So plan ahead and have back up plans in place should something go wrong.
   - Should you miss a class or come in late, it is your responsibility to catch up on what has been covered during your absence. I will not repeat my instruction individually to people who are late, tardy, or absent during instruction.

5. Attendance and Participation
You are expected to attend and participate in all classes. Participation can include but not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. Because this class will cover a lot of material in a very short period of time, **any more than one excused absence will cause a deduction of two points per absence from your final grade.** You are responsible for materials covered during your absence. Any discussion of explanation for your absences should be done privately so as not use our limited class time with individual scheduling concerns.
6. Tardiness and Courtesy to Peers
I see us as professional scholars and therefore we should treat our learning environment with professional respect. Class will begin and end on time and anyone who arrives or leaves the class five minutes late or early respectively will be marked tardy. Two tardies will equal an absence. This does not mean that there cannot be any exceptional situation. Please come and talk to me if such situations occur by the following class periods. I will NOT negotiate attendance at the end of the term so it is your responsibility to make sure you communicate with me about your extenuating circumstances.

7. Pagers and cell phones and other noise makers must be turned off during class.

8. Special Accommodations
It is the policy of the Texas A & M Corpus Christi to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor with a letter from Student Disability Services.

Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

9. Professional Conduct and Academic Honesty
Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from
the course with a failing grade, and may result in other more serious sanctions by the College of Education.

10. Assignment Expectations
All assignments are mandatory and must be typed, double spaced, written in Times New Roman 12 point font with 1 inch margins, and adhere to the guidelines as stated by the American Psychological Association (APA).

Assignments should be submitted on the due date before class begins. If you must miss a deadline, you must let me know before the due date of the assignment. Late work will only be accepted for half credit if completed by the following class meeting. No late work will be accepted after one class meeting from when the assignment was due. There will be NO exceptions. Yes this means YOU.

If I do not have your assignment and you have not contacted me about late submission sheet, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) within one class meeting after I have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.

11. End of Semester Negotiations
I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations outlined above, I do care about you as individuals and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. Please be in touch with me if you want a conference to explain your circumstances. I believe that most professors share this attitude, but often, we do not know enough about our students to be of help to them. Although it may seem difficult to reach out, it is up to you to seek support when you need it. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

Grading Policy
90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F (fail)
**Required Texts**

Bhattacharya, K. (2009). *Advanced data analysis in qualitative methods: A student handbook*. Corpus Christi, TX: Bhattacharya. (Will be distributed in sections in class) BH

**Recommended Textbooks**

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**Course Calendar for SATURDAY Class (Make sure you read the correct course calendar)**

Jan 17th (f2f)  
Welcome/Introduction  
Syllabus  
Review and Outlook  
Descriptive Writing (observation)

Jan 24th (f2f)  
**Data Collection Methods**  
CIQM – Ch. 4: From Neutral Stance to Political Involvement  
CIQM – Ch. 6: Whats New Visually?  
**Activity:**

Jan 31st (online)  
**Data Inventory and Project Description Due (via online submission to my tamucc account)**  
Inductive Data Analysis  
BH – Unit 1  
CIQM - Chapter 9: Data Analytic Perspectives  

Feb 7th (f2f)  
**Participant Observation**  
BH – Unit 2  
Spradley, Step two: Doing participant observation (PO) (online)  
Spradley Step four: Making Descriptive Observations (PO) (online)  
CIQM – Ch. 5 – Recontextualizing Observation  
**You should begin to collect data and transcribe them**
Feb 14\(^{th}\) (online)  
CIQM – Ch. 11 - Analyzing talk and text  
BH – Unit 3  
Spradley - Step Six: Making a Domain Analysis (EI)  
Spradley - Step Eight: Making a taxonomic analysis (EI)

You should begin inductive data analysis of your data now

Feb 21\(^{st}\) (f2f)  
Grounded Theory  
Charmaz – Chapter 2, 3, 4 (will be handed out in class)  
BH – Unit 4  
Activity – Review Inductive Analysis Report

Feb 28\(^{th}\) (online)  
Nancy  
Grounded Theory  
Charmaz – Chapter 5, 6 (will be handed out in class)  
Spradley - Step 11: Discovering Cultural Themes (EI)

March 7\(^{th}\) (f2f)  
Melissa  
INDUCTIVE ANALYSIS REPORT DUE  
Narrative Approaches  


CIQM – Ch. 2: Narrative Inquiry: Multiple lenses, approaches, voices.  
BH -Unit 5

March 14\(^{th}\) (f2f)  
Deb  
Arts-based Approach to Data Analysis  
CIQM – Chapter 3: Arts-Based Inquiry: Performing Revolutionary Pedagogy  
CIQM – Chapter 15: Writing: A Method of Inquiry

March 21\(^{st}\) (online)  
Phenomenological Research Methods  

BH – Unit 6
You should be using some of these approaches towards your data and journaling the process.

March 28\(^{th}\) (online)  **Ethnodrama and Autoethnography**

CIQM - Chapter 7: Autoethnography: Making the Personal Political

April 4\(^{th}\) (f2f)  **Computer Assisted Data Analysis**
Data Management links on website
Chapter 8: Software and qualitative research (will be handed out in class)

BH – Unit 7

April 11\(^{th}\) (online)  **Postcolonial Analysis to Data**
Wally


Work on individual papers for second data analysis report

April 18\(^{th}\) (online)  **SECOND DATA ANALYSIS REPORT DUE**
Alma
Writing Up Data Analysis
Step twelve: Writing an Ethnography (EI)

April 25\(^{th}\) (f2f)  **Computer Assisted Data Analysis**
Work on final paper in class

May 2\(^{nd}\) (f2f)  **Final Paper work and discussion**
Course Reflection
Party!

May 11\(^{th}\)  **SUBMIT FINAL PAPER VIA EMAIL OR HARD COPY IN MY MAIL BOX.**
# Course Calendar for MONDAY Class (Make sure you read the correct course calendar)

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Jan 26th</td>
<td>Welcome/Introduction</td>
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<td></td>
<td>Syllabus</td>
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<td></td>
<td><strong>Data Collection Methods</strong></td>
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<tr>
<td></td>
<td>CIQM – Ch. 4: From Neutral Stance to Political Involvement</td>
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<td></td>
<td>CIQM – Ch. 6: Whats New Visually?</td>
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<tr>
<td></td>
<td><strong>Activity: Data Inventory and Project Description</strong></td>
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<tr>
<td>Feb 2nd</td>
<td>Data Inventory and Project Description Due</td>
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<td></td>
<td><strong>Inductive Data Analysis</strong></td>
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<td>BH – Unit 1</td>
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<td>CIQM - Chapter 9: Analytic Perspectives</td>
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<td>39(3), 146-154. [Posted on website, password data]</td>
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<td>Feb 9th</td>
<td><strong>Participant Observation</strong></td>
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<td>BH – Unit 2</td>
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<td>Spradley, Step two: Doing participant observation (PO) (handed out in class)</td>
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<tr>
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<td>Feb 16th</td>
<td>CIQM – Ch. 11 - Analyzing talk and text</td>
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<td><strong>You should begin inductive data analysis of your data now</strong></td>
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<td>Feb 23rd</td>
<td><strong>Grounded Theory</strong></td>
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<tr>
<td></td>
<td><strong>Activity – Review Inductive Analysis Report</strong></td>
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<td>March 2nd</td>
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<td></td>
<td>Spradley - Step 11: Discovering Cultural Themes (EI)</td>
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</tbody>
</table>
**March 9<sup>th</sup> (online)**  
**INDUCTIVE ANALYSIS REPORT DUE**  
**Narrative Approaches**  


BH - Unit 5

CIQM – Ch. 2: Narrative Inquiry: Multiple Lenses, Approaches, Voices

**March 23<sup>rd</sup> (f2f)**  
**Arts-based Approach to Data Analysis**  

CIQM – Chapter 13: Arts-Based Inquiry: Performing Revolutionary Pedagogy

CIQM – Chapter 15: Writing: A Method of Inquiry

**March 30<sup>th</sup> (online)**  
**Phenomenological Research Methods**  


BH – Unit 6  
You should be using some of these approaches towards your data and journaling the process.

**April 6<sup>th</sup> (f2f)**  
**Ethnodrama and Autoethnography**  

CIQM - Chapter 6: Autoethnography: Making the Personal Political

**April 13<sup>th</sup> (online)**  
**Postcolonial Analysis to Data**


**Work on individual papers for second data analysis report**

**April 20**th (f2f)  
Computer Assisted Data Analysis  
Data Management links on website  
Chapter 8: Software and qualitative research (will be handed out in class)  
BH – Unit 7

**April 27**th (online)  
**SECOND DATA ANALYSIS REPORT DUE**  
Writing Up Data Analysis  
Step twelve: Writing an Ethnography (EI)  
Part 2, pp. 109-184

**May 4**th (online)  
Final Paper work and discussion  
Course Reflection  
Party!

**May 11**th  
**SUBMIT FINAL PAPER VIA EMAIL OR HARD COPY IN MY MAIL BOX.**

(Based on students’ needs and other emergent issues, I reserve the right to change this syllabus).
IX. Bibliography

**General introductions to data analysis**


**Grounded theory**


**Conversation Analysis and Ethnomethodology**


**Narrative analysis**


Ethnographic analysis


Phenomenology


Alternative approaches to representation


Pelias, R. J. (2004). *A methodology of the heart: Evoking academic and daily live*. Walnut Creek, CA: AltaMira Press.


Richardson, L. (1999). Feathers in our CAP. *Journal of Contemporary Ethnography*, 28(6), 660-668

**CAQDAS**


*QSR’s bibliography of texts:*


**Theorizing and data analysis**

