EDUC 792 – QUALITATIVE METHODS IN EDUCATIONAL RESEARCH
Lecture: Mondays, 1:00 p.m. - 4:00 p.m., Room 4212 SEB
Laboratory: Tuesdays, 10:00 a.m. – 12:00 p.m., Room 2346 SEB

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lbricker@umich.edu
734-647-2975 (office phone)
Office Hours: by appointment

Graduate Student Instructor: Jacquie Handley
jacquieh@umich.edu
Office Hours: Mondays (11:30-12:30) or by appointment

Canvas: We will use Canvas for our course management system. I will use our course Canvas site (EDUC 792 003 FA 2018) to post course materials (e.g., weekly readings, class PowerPoints, assignment guidelines). It is your responsibility to check the Canvas site regularly. Please let me know if you do not have regular Internet access.

COURSE DESCRIPTION
“…researchers have a responsibility to listen—closely and carefully—to what young people [and anyone else participating in research] are saying, and how and for what reasons they are saying it. Such listening—careful, critical, and deliberate—can help educational researchers ‘gain insights that can be used to begin crafting a nuanced understanding of…lived experiences’ (Ball, 2006, p. 129). In this way, listening requires us to be attentive to people’s utterances, voices, vulnerabilities, body language, lived conditions, backgrounds, and ways of being in the world.”

-- Valerie Kinloch and Timothy San Pedro from Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities (2014, p. 26)

“Serious researchers repeatedly move back and forth among these four areas of thought [imagery, sampling, concepts, and logic], and each area affects the others. I may choose my sample in a way that takes into account my image of what I’m studying, but I will surely modify my image on the basis of what my sample shows me. And the logical operations I perform on the results of some part of my work will probably dictate a change in my concepts. And so on. There is no sense imagining that this will be a neat, logical, unmessy process” (p. 9)

-- Howard Becker from Tricks of the Trade: How to Think About Your Research While You’re Doing It (1998)

Course Overview
In this course, we will explore what it means to utilize qualitative methods in educational research. We will do this by: (a) interrogating various readings, (b) practicing certain techniques, (c) collecting data (or acquiring existing data), (d) analyzing those data, (e) beginning to write like qualitative researchers, and (f) engaging in rich discussions throughout the semester. Course participants should be aware that this is an introductory qualitative methods course, and thus will
not involve advanced applications of different types of qualitative methods. Additionally, course participants should not expect to be expert qualitative researchers after one, 14-week introductory course. With that said however, this course will provide participants with basic understandings about qualitative research (what it is, and why it is used), its philosophical underpinnings and associated assumptions, and different types of research methods and analytic techniques that fall under the qualitative umbrella.

The following questions will guide our work:
1. What is qualitative research, and why and how are qualitative research methods utilized? What types of questions typically launch qualitative studies?
2. What philosophical ideas underpin qualitative research methods, and what assumptions guide the work?
3. What different types of approaches and methods are typically situated under the qualitative umbrella, and what types of analytic techniques tend to be utilized by qualitative researchers?
4. How do qualitative researchers tend to communicate about their work?

**Course Objectives**
In order to target course goals and interrogate the course’s guiding question, course participants will:
1. read and discuss philosophical, “how to,” and example texts related to qualitative methods, continuing to hone their academic literacy competencies (especially identifying, interpreting, and producing academic arguments).
2. explore course themes and practice various techniques through the collection (or acquisition), analysis, and communication of qualitative data.
3. explore associated issues, such as those related to human subjects, subjectivity, reflexivity, and positionality, data collection and analysis, equipment and storage, and communication.

**COURSE POLICIES**

**Course Evaluation**
Grades are based on total points earned. No curve is used. In addition, I do not give grades of A+ in graduate-level courses (because no one is going to be “expert” with respect to qualitative methods after one, 14-week course). The course grading scale is as follows:

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Additional Policies and Expectations

1. Academic and Professional Integrity
It is expected that all members of this learning community will conduct themselves with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. Please refer to the following website for specific policies and procedures related to academic and professional integrity:
http://www.soe.umich.edu/file/academic_integrity/

2. Accessibility & Access
Every member of this learning community has the right to full participation. If you need extra support for any reason, please do not hesitate to contact me and have a discussion with me. I want to support your learning as fully as I can. I will, of course, keep our discussions private and confidential. For example, if you need an accommodation(s) for any type of disability, please let me know at your earliest convenience. We can work with Services for Students with Disabilities (http://ssd.umich.edu/) to ensure that your learning is fully supported.

3. Discrimination/Harassment
No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to the following website for University policies related to discrimination and harassment:
http://www.rackham.umich.edu/current-students/help/discrimination

4. Issues Related to Diversity, Equity, and Social Justice
The University of Michigan School of Education is guided by twin imperatives, as we call them: a focus on education practice (writ large) and a commitment to diversity, inclusion, justice, and equity (DIJE) (which mirrors the University’s commitment to DEI). Conducting qualitative research (like any type of educational research) is an educational practice (and we will explore the specifics of this in detail in this course). With respect to DIJE, we will explore the intersections among these ideals and the practices of qualitative inquiry (e.g., relationship between researcher and researched; stances on who has a right to conduct qualitative research with respect to research participants, their communities, etc.). Jacquie and I take the stance as qualitative researchers that a focus on DIJE is central and necessary to conducting all aspects of qualitative research.

4a. Gender Pronouns: All people have the right to be addressed and referred to in accordance with their personal identity. Each of us will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. You can indicate your personal pronouns via Wolverine access, using the Gender Identity tab under Student Business.

5. Classroom Community
Our work together relies on honest, open, and respectful dialogue so that everyone in the course feels free to express their views and ask questions. Disruptive behavior (e.g., inappropriate language, talking over others, harassing others, texting during class, failing to give guest speakers your full attention) has no place in our course and will result in the loss of participation points at
the very least. Here are a few guidelines to help facilitate our conversations and activities each week:

a. **There is no such thing as a stupid question.** Please ask any and all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.

b. **Be respectful of others’ ideas and experiences** even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other’s points of view. On a related note, please respect confidentiality related to this course.

c. **Listen to others** by trying not to interrupt until whoever is talking is finished and until you have heard and considered what others have said. **Do not assume that silences are unproductive.** Give others time to think, consider, and formulate ideas.

d. **Monitor your participation.** If you are outgoing and tend to dominate conversation, use this course as a chance to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to practice speaking up and adding to the conversation.

   ➔ **With respect to discussions in class:**
   1. **Support ideas using course readings** (point to page numbers and quotations in text)
   2. **Balance adding new ideas into conversations with building off of ideas previously mentioned by others**
      a. Draft-form ideas are welcome and necessary to sense-making
      b. Ask often for clarification
   3. **Practice challenging each other’s ideas.** Sentence starters help (e.g., “I want to push on that idea a bit…”, “I agree with X but we might also want to consider…”, “We see Y differently…”)

e. **Please turn cell phones off or to vibrate** before each class session out of respect for our community. On a related note, **use laptops appropriately** (e.g., note taking, presentations). Unless directly related to this course, please refrain from texting, visiting Facebook, etc. Please turn off all MP3 players. Please be mindful of your technology use because it can be quite offensive to others if they are speaking and you are texting or checking email. With that said, I do want to recognize and honor the fact that many of us use our technologies as learning and thinking tools.

6. **Attendance, Participation, and Communication**

   Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance but also to the success of the course and our community. We all share responsibility for the learning and teaching in this course. If you know that you have to miss a class session, please notify me PRIOR to your absence (if you do not, you will lose participation points). You are responsible for obtaining all materials (including summaries of class activities and discussions) and making up any missed work. **I expect excellent communication** (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments). More than two absences over the course of the semester...
for any reason might result in the loss of a letter grade. NOTE: Make sure that you are communicating directly with me about these issues.

7. Late Work, Extension Requests, and Revisions
LATE WORK: Unless I state otherwise, all assignments are due on the dates listed in the syllabus. You may submit your work via email to me directly, and/or by uploading it to the course’s Canvas site.

EXTENSIONS: I understand that we are all busy people and sometimes we are not able to adhere to stated due dates. If you need an extension, please talk with me in person or contact me via email. Make sure you contact me PRIOR to any given due date or I may not be able to grant your extension request. In addition and with respect to some assignments, there is only so much leeway in the schedule (see the “course assignment” section), so take that into consideration. Please do not abuse my liberal extension policy or you will no longer have access to it.

8. Format for Assignments & Assignment Submission Guidelines
Unless I note otherwise, all assignments must be typed. Please double-space your work, use 1” margins all around, and use 12 point Times New Roman font. I expect you to attend closely and carefully to spelling, grammar, and other conventions. When referencing course and other materials, please follow the American Psychological Association style guidelines (APA – 6th edition). You can access the APA style manual through University of Michigan’s libraries or online at http://www.apastyle.org. Purdue University also has a very helpful online APA guide: http://owl.english.purdue.edu/owl/resource/560/01/. If you have questions about how to format an in-text citation, a reference for your reference list, a Figure embedded in one of your papers, please ask.

COURSE ASSIGNMENTS
NOTE-1: More information (i.e., detailed assignment guidelines, when applicable) will be posted to Canvas in a timely fashion, and discussed in class.

NOTE-2: Deadlines listed here are tentative, and might be reassessed based on our progress throughout the course. Be prepared to be flexible.

NOTE-3: If you have reason to work with another person in this class on one project (e.g., you share an advisor and are using that person’s data set), please see me for guidance about assignments.

NOTE-4: Unless you have Human Subjects approval from the University of Michigan Institutional Review Board, you MAY NOT publish or formally present (e.g., as part of a conference) any of the data that you collect or acquire, and/or any of the analyses that you conduct for this course. If you wish to obtain human subjects approval, your advisor must agree to serve as the faculty contact on your human subjects application (and thus, must agree to provide feedback on that proposal and help you with that process). If you have questions about this process and/or need assistance, please let me know.
1. Participation – 20 points total – 10% of final course grade
You will earn participation points each week. You will do that in the following ways:
   a.**Participating fully in class.** I expect that you are asking questions, sharing ideas, discussing elements of the readings (so it is clear that you’ve done the readings), etc.
   b. **Actively communicating.** I expect that you are actively communicating with me (Leah) if you have to miss a class, if you need an extension on an assignment, and/or if you need help in any way
   c. **Weekly Reflective Journal.** Each week, you will complete a short reflective journal entry about the ideas and concepts with which you are engaging in the readings and our class discussions. The reflective journal is not meant to be a polished space; it is meant to serve as a place to pose questions, work out ideas, surface confusions, etc. During some weeks, we might provide specific prompts that we want you to address. We ask that you complete these entries by Wednesday (5:00 p.m.) of each week, so that we may provide some feedback to further your thinking, ask questions, and propose additional resources. We are looking to see that you have completed the reading and are thinking about it in your own work. We will be assessing these entries for the depth of your engagement with course ideas and themes. The reflective journal will be formatted as a running GoogleDoc shared only with yourself, Jacquie, and me. We expect the weekly entries to be no more than a page in length, single-spaced. **NOTE:** the weeks that you have memos due, you will not write a reflective journal entry.

*Please follow this link to create your journal:*
https://docs.google.com/document/d/19DNG2JMWxNc4Qvggqa8fS9ARtdXL0cSOUlkJOqiud4/edit?usp=sharing

2. Initial Project Idea, Rationale, & Proposed Research Question(s) – 20 points – 10% of final course grade
*Due Date: September 18th by 5:00 p.m.*
In no more than five pages, you must describe your project idea, including your rationale for selecting this project. You will discuss your research question(s), and discuss your tentative proposal for data collection. Make sure that your research question(s) is one that is capable of being investigated using qualitative methods. Your tentative proposal for data collection should include (a) the proposed research question(s) of your study, (b) a rough time line, and (c) methods you propose, at this point, to address the question(s) [this could change based on revisions of your ideas], and given those methods, the types of data you envision collecting (and then analyzing later in the course). Finally, you will include a diagram that depicts your proposed research design in its current form (you will be able to iterate on this throughout the semester).

3. Conceptual & Methodological Sketch (DRAFT) – 50 Points – 25% of final course grade
*Due Date: October 12th by 5:00 p.m.*
In no more than 6-8 pages, you will include: (a) an introductory paragraph (or two) that reintroduces your project and your latest version of your research question(s) (this is the space to discuss whether/how you have changed any of your initial ideas from assignment #2), (b) draft

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1 This assignment is adapted from one used in Professor Maisie Gholson’s EDUC 737 course in Winter 2018.
text with a supporting diagram that explains the conceptual or theoretical framework you are using to ground your project, and (c) the beginnings of a draft of what is typically referred to as the methods section of an empirical paper. As part of your draft methods section, you will discuss your own subjectivity and positionality with respect to your project, your research site, and your participants. In essence you are elaborating your initial description of your project idea (based on feedback from your peers, Jacquie, and/or me, based on readings, based on discussions, etc.). For your final course project, you will revise this document, and add a description of your data analysis, a preliminary description of your findings (if applicable), and your thinking about “next steps.”

4. Snapshot of Analysis – 50 points – 25% of final course grade

Due Dates: Memo #1 is due on October 23rd by 5:00 p.m.; Memo #2 is due on October 30th by 5:00 p.m.; Memo #3 is due on November 6th by 5:00 p.m.; the paper is due on November 20th by 5:00 p.m.

This assignment is a combination consisting of the following:

a. Three specific memos related to your project (e.g., about your subjectivity and positionality and how that is intersecting with aspects of your project, about specific data collection issues, about data analysis-related processes and issues, about data management, about ethical issues). NOTE: You are not responsible for submitting a reflective journal entry the weeks that you submit a memo.

b. A paper (3-4 pages plus appendices) describing your data analysis process. You will include the following:
   - Some type of data snapshot that shows some of your analytic techniques
   - A sample of your codebook with annotations
   - A discussion of your subjectivity and positionality with respect to your data analysis
   - A discussion of your rationale for why you are analyzing your data in the ways that you have chosen to do so (this section should include methods-related literature from our course literature)

5. Final Course Project and Presentation – 60 points – 30% of course grade

Due Dates: The Final Course Project is due no later than December 12th at 11:59 p.m. Presentations will take place in class on December 10th (Mon.) and December 11th (Tues; last day of classes)

Using feedback from previous assignments and the work you have done throughout the semester, you will write and submit a final course project (15 pages maximum). In addition, you will communicate the work you have done this semester to classmates as part of a final course presentation (8-10 min., and 5 minutes for questions and answers).

COURSE SCHEDULE*

NOTE-1: I reserve the right to revise this schedule whenever necessary. Note that all readings listed are to be done in ADVANCE of the lecture or lab (i.e., complete the readings listed for any given week prior to that week’s lecture or lab).
NOTE-2: Weekly assignment reminders will be listed under the “lab” section each week.

**WEEK 1 – SEPTEMBER 4 – INTRODUCTIONS AND OVERVIEW OF COURSE**

SEPTEMBER 4 (LAB): NO READINGS FOR WEEK 1

**ASSIGMENTS:**
- Thoroughly read the syllabus and be prepared to ask questions next week.
- Begin to think about what you want to do for your course project. (Your project idea document is due on Sept. 18.)
- Begin your weekly reflective journal.

**WEEK 2 – SEPTEMBER 10 (LECTURE) AND SEPTEMBER 11 (LAB): WHAT IS QUALITATIVE RESEARCH? WHY DOES A RESEARCHER’S SUBJECTIVITY MATTER?**

SEPTEMBER 10 (LECTURE; LEAH WILL NOT BE IN CLASS SO JACQUIE WILL FACILITATE)

**READINGS:**
  → Chapter 1: What is qualitative research?
  → Chapter 6: Analyzing qualitative methodologies

SEPTEMBER 11 (LAB): QUALITATIVE RESEARCH DESIGN AND RESEARCHER SUBJECTIVITY

**READINGS:**
  → Chapter 7: Analyzing qualitative research design

**ASSIGMENTS:**
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Write your project idea document (due no later than Sept. 18th at 5:00 p.m.)
WEEK 3 – SEPTEMBER 17 (LECTURE) AND SEPTEMBER 18 (LAB): PHILOSOPHICAL ASSUMPTIONS, RESEARCH DESIGN CONTINUED, AND ETHICS

SEPTEMBER 17 (LECTURE)
READINGS:
→ Chapter 4: Designing your study and selecting your sample
→ Chapter 3: Designing qualitative approaches to research
→ Chapter 4: The ethics of social research

SEPTEMBER 18 (LAB): INSTITUTIONAL REVIEW BOARD (E.G., PEERRS, APPLICATION); CONDUCTING OBSERVATIONS (IF TIME)
NOTE: PROJECT IDEAS DUE
GUEST SPEAKER: ADAM MRDJENOVICH FROM THE U-M HSBS INSTITUTIONAL REVIEW BOARD
READINGS:
The IRB Process: A Guide for Student Researchers

ASSIGNMENTS:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Begin drafting your conceptual and methodological sketch (due no later than Oct. 12th at 5:00 p.m.)
- Start to schedule your data collection outings.

WEEK 4 – SEPTEMBER 24 (LECTURE) AND SEPTEMBER 25 (LAB): CONCEPTUAL AND THEORETICAL FRAMEWORKS AND METHODS

SEPTEMBER 24 (LECTURE)
READINGS:
→ Chapter 3: Conceptual framework: What do you think is going on?
→ Chapter 5: Methods: What will you actually do?
→ Chapter 7: Data collection
SEPTEMBER 25 (LAB): CONDUCTING OBSERVATIONS AND WRITING FIELD NOTES
READINGS:
  → Chapter 2: Analyzing field sites

ASSIGNMENTS:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue drafting your conceptual and methodological sketch (due no later than Oct. 12th at 5:00 p.m.).
- Continue to schedule your data collection outings, and begin to collect data.

WEEK 5 – OCTOBER 1 (LECTURE) AND OCTOBER 2 (LAB): QUALITATIVE INTERVIEWING AND OTHER METHODS
OCTOBER 1 (LECTURE)
READINGS:
  → Chapter 5: In-depth interviewing
  → Chapter 6: Focus group research

OCTOBER 2 (LAB): OTHER METHODS RESEARCHERS USE; WRITING QUALITATIVE MEMOS
READINGS:
  → Chapter 3: Analyzing documents, artifacts, and visual materials
  → Chapter 4: Analyzing interviews: Preparing, conducting, and transcribing

ASSIGNMENTS:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
• Continue drafting your conceptual and methodological sketch (due no later than Oct. 12th at 5:00 p.m.)
• Continue to collect data. Your 1st memo is due on Oct. 23rd, your 2nd memo is due on Oct. 30th, and your 3rd memo is due on Nov. 6th.

WEEK 6 – OCTOBER 8 (LECTURE) AND OCTOBER 9 (LAB): RELIABILITY, VALIDITY, ETC., COMMON PROBLEMS IN FIELDWORK, AND MANAGING DATA

OCTOBER 8 (LECTURE)
READINGS:
→ Chapter 6: Validity: How might you be wrong?
→ Chapter 9: Dealing with validity, reliability, and ethics
→ Chapter 10: Standards of validation and evaluation

OCTOBER 9 (LAB): MANAGING DATA; COMMON PROBLEMS IN FIELDWORK; ETHICAL ISSUES IN QUALITATIVE RESEARCH
READINGS:

ASSIGMENTS:
• Finalize your conceptual and methodological sketch. **Due no later than this Fri., Oct. 12th, at 5:00 p.m.**
• Continue to collect data. Your 1st memo is due on Oct. 23rd, your 2nd memo is due on Oct. 30th, and your 3rd memo is due on Nov. 6th.

WEEK 7 – OCTOBER 15 AND 16: NO CLASS – FALL STUDY BREAK
ASSIGMENTS:
• Read for Oct. 22.
• Work on your memos (1st memo is due on Oct. 23rd, 2nd memo is due on Oct. 30th, and 3rd memo is due on Nov. 6th).
• Start wrapping up data collection (or at least the data collection you are doing for this course) if you haven’t already.
**WEEK 8 – OCTOBER 22 (LECTURE) AND OCTOBER 23 (LAB): DATA ANALYSIS – PART 1**

**OCTOBER 22 (LECTURE)**

**READINGS:**
  - Chapter 9: Analytic synthesis: Condensing, patterning, and unifying
  - Chapter 8: Data analysis and representation

**OCTOBER 23 (LAB): DATA ANALYSIS PRACTICE**

**NOTE: FIRST MEMO IS DUE**

**READINGS:**
  - Chapter 1: An introduction to codes and coding.
  - Chapter 2: Writing analytic memos about narrative and visual data

**ASSIGNMENTS:**
- Continue to collect data. Your 2nd memo is due next week (Oct. 30th), and your 3rd memo is due on Nov. 6th.
- Begin to draft your SnapShot of Analysis paper (due Nov. 20th by 5:00 p.m.).

**WEEK 9 – OCTOBER 29 (LECTURE) AND OCTOBER 30 (LAB): DATA ANALYSIS – PART 2; RETURN TO SUBJECTIVITY**

**OCTOBER 29 (LECTURE)**

**READINGS:**
  - Chapter 3: First cycle coding methods
  - Chapter 4: After first cycle coding

**OCTOBER 30 (LAB): QUALITATIVE CODING SOFTWARE; DATA ANALYSIS PRACTICE**

**NOTE: SECOND MEMO IS DUE**

**READINGS:**
  - Chapter 11: Analysis and interpretation of qualitative data

**ASSIGNMENTS:**
- Continue to collect data. Your 3rd and last memo is due next week (Nov. 6th).
- Continue to draft your SnapShot of Analysis paper (due Nov. 20th by 5:00 p.m.).

**WEEK 10 – NOVEMBER 5 (LECTURE) AND NOVEMBER 6 (LAB): DATA ANALYSIS – PART 3**

**NOVEMBER 5 (LECTURE)**

**READINGS:**
  - Chapter 5: Second cycle coding methods
  - Chapter 6: After second cycle coding


November 6 (Lab): Data Analysis Practice

Note: Third (and final) memo is due

Guest Speakers (Panel Presentation): Elizabeth Tacke, Kimberly Ransom, Charles Wilkes, and Gordon Palmer

Readings:

Assignments:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to draft your SnapShot of Analysis paper (due Nov. 20th by 5:00 p.m.)

Week 11 – November 12 (Lecture) and November 13 (Lab): Qualitative Writing and Communication

November 12 (Lecture)

Readings:
→ Chapter 11: Analytic write-ups

→ Chapter 9: Writing a qualitative study

November 13 (Lab): Overview of Requests for Proposals (Writing a Proposal for Funding); Individual/Group Work Time

Readings:
→ Chapter 12: Writing and representation of qualitative research projects

Assignments:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to analyze your data, and continue to iterate on your work (e.g., the two diagrams, your research question[s] if applicable, etc.)
- Begin to draft your final course project (due Dec. 12th by 11:59 p.m.).
WEEK 12 – NOVEMBER 19 (LECTURE) AND NOVEMBER 20 (LAB): QUALITATIVE WRITING AND COMMUNICATION, CONTINUED

NOVEMBER 19 (LECTURE)

READINGS:
→ Chapter 12: Analytic presentations

NOVEMBER 20 (LAB): PUBLIC COMMUNICATION OF QUALITATIVE RESEARCH;

INDIVIDUAL/GROUP WORK TIME

NOTE: SNAPSHOT OF ANALYSIS PAPER DUE

READINGS:

ASSIGNMENTS:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to analyze your data, and continue to iterate on your work (e.g., the two diagrams, your research question[s] if applicable, etc.).
- Continue to draft your final course project (due Dec. 12th by 11:59 p.m.).

WEEK 13 – NOVEMBER 26 (LECTURE) AND NOVEMBER 27 (LAB): MORE ON SUBJECTIVITIES, POSITIONALITIES, REFLEXIVITY, AND ETHICS

NOVEMBER 26 (LECTURE)

READINGS:

NOVEMBER 27 (LAB): INDIVIDUAL/GROUP WORK TIME; PRACTICE AS NEEDED

READINGS:

ASSIGNMENTS:
- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to draft your final course project (due Dec. 12th by 11:59 p.m.).
WEEK 14 – DECEMBER 3 (LECTURE) AND DECEMBER 4 (LAB): TBD (WHAT MORE DO WE WANT TO LEARN ABOUT?)

DECEMBER 3 (LECTURE)

READINGS:


DECEMBER 4 (LAB): INDIVIDUAL/GROUP WORK TIME; PRACTICE AS NEEDED

READINGS:
No readings

ASSIGNMENTS:
- Start to finalize your final course project (due Dec. 12th by 11:59 p.m.).
- Create your project presentation (given in class next week)

WEEK 15 – DECEMBER 10 (LECTURE) AND DECEMBER 11 (LAB) – PROJECT PRESENTATIONS