

SYLLABUS -EDUL 8320 (September 14)  
Design and Analysis of Field Studies  
Fall 2009

Dr. Karen M. Watt  
EDCC 2.504

Office – 316-7071  
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Class meetings:  
Mondays, 4:30-7:00 PM  
Room: “Fishbowl”

Office Hours: Mondays 3:00-4:30  
and by appointment

**Course Description:** This course will introduce concepts and methods for designing and analyzing field study research. Various types of qualitative and mixed methods research will be introduced. The use of qualitative data collection methods, qualitative data analysis methods, and designing field study research will be the focus of this course.

**Course Objectives:**

- 1) Students will read and become familiar with ethnographies, case studies, and other qualitative research designs.
- 2) Students will learn to use NVIVO software to analyze qualitative data.
- 3) Students will collect qualitative data and use NVIVO to analyze the data.
- 4) Students will design a research project.

**Textbooks:**

- 1) Denzin & Lincoln, 2005. *Handbook of Qualitative Research*. Sage, ISBN#0-7619-2757-3
- 2) Creswell, J., 2007. *Qualitative Inquiry and Research Design*. Sage, ISBN# 1-4129-1607-0.
- 3) Stake, R.E., 2006. *Multiple Case Study Analysis*. Gillford Press, ISBN#1-59385-248-7.
- 4) Yin, R. K., 2009. *Case Study Research: Design and Methods*. Sage, ISBN#978-1-4129-6099-1.
- 5) APA 5<sup>th</sup> Edition.

**Additional Readings:** Additional journal articles and other selected readings will be required throughout the course.

**Grading Procedures:**

Participation in class discussions	15
Focus group interview	15
Focus group data analysis and narrative summary	15
Research Design Project	30
Presentation of Research Design Project	10
Final Assessment	15
Total Points	100

(92-100 = A; 83-91= B; 75-82 = C; Below 75 = F)

*Class Schedule:*

August 31, 2009 First Day of Class. Overview of course and syllabus. Identification of research study topics and discussion of research design project format. Discussion of article: *Redefining Case Study*. Announcements: New Teacher Conference and *Juntos*. **Assigned readings (for September 14):** Yin, Chapter 1; Denzin & Lincoln, Chapter 17; Rubin & Rubin, Chapter 3.

September 7, 2009 Labor Day, No Class

September 14, 2009 Dr. Peter Farruggio – guest speaker. Bring one-pager that outlines your research project. Discussion of readings: data collection within case studies. Discussion of research design in proposal-writing. **Assigned readings (for September 21):** Denzin & Lincoln, Chapters 9 & 30; Duncan article (handout).

September 21, 2009 Discussion of readings: Ethnographies, autoethnography, and biographies. **Assigned readings (for September 28):** Rubin & Rubin, Chapter 3 (handout); NVIVO literature; Yin, Chapter 2.

September 28, 2009 NVIVO Software introduction. Designing your case. Sample data. **Assigned readings (for October 5):** Yin, Chapter 3;

October 5, 2009 Case study data collection. Multiple cases. Student discussion of article cases. **Readings TBA.**

October 12, 2009 Case studies in educational settings. **Readings TBA.**

October 19, 2009 Discussion of research design drafts. **Readings TBA.**

October 26, 2009 No class meeting. Field assignments.

November 2, 2009 Use of NVIVO for student cases. **Readings TBA.**

November 9, 2009 Focus group interview transcript due. **Readings TBA.**

November 16, 2009 No class meeting. Field assignments.

November 23, 2009 Discussion of proposals. Focus group write-up due.

November 30, 2009 Presentation of projects. Research design projects due.

December 7, 2009 Presentation of projects.

December 14, 2009 Final Assessment.

### ***Special Accommodations***

*If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez-Schunior Hall, room 100, immediately. Appropriate arrangements/accommodations can be arranged.*

### ***Academic Honesty***

Section 5.5.2 of the *Handbook of Operation Procedures* for UTPA addresses student conduct. C-25 specifically refers to issues of academic honesty in stating: “Committing an act of academic or scholastic dishonesty. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” These statements are followed by descriptions of actions that fall in each of the categories listed above and what procedures are to be followed when infractions occur. As graduate students at UTPA it is important to support this policy and advocate that others do as well. Please refer to additional specifics in the HOP.

### ***Student Conduct***

See Section 5.5.2 of the *Handbook of Operation Procedures* for UTPA.