RESCH-GE 2140 Approaches to Qualitative Inquiry
Spring 2018
Professor Anne L. Washington, PhD

DRAFT SYLLABUS January 4, 2018

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Office Hours: Wednesdays, 1-3 pm and by appointment

Spring 2018 – Tentative Topic Schedule Course: 2140.

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<th>Reflection</th>
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<td>Historical &amp; Content Analysis</td>
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Tuesdays 2:00 PM - 3:40 PM

Learning Outcomes:
- Ask questions that can be systematically answered
- Generate, analyze, and interpret qualitative data
- Reason with data, identify assumptions, and build arguments
- Give compelling oral presentations

About Course: 2140.

The "Approaches to Qualitative Inquiry" course introduces a suite of strategies for analyzing data generated in naturalistic settings. The course will combine hands-on practice with discussions about qualitative research published in anthropology, education, cultural studies, history, management, technology studies, and sociology. It is geared toward first or second year doctoral students who have not yet begun their dissertation research but plan to use some qualitative methods in their work.

Students will build skills in designing, generating, and analyzing data collected in naturalistic settings. Our main task is to practice research skills weekly leading us towards the design of a qualitative research study. A commitment to experience is an essential aspect of this course and this method of inquiry.

Qualitative inquiry provides researchers ways to systematically examine ambiguous real-world problems. Ethics, credibility and personal awareness are essential tools of the qualitative researcher. Students will increase their ability to conduct dependable research through self-reflection, consistency and well-supported reasoning. This class gives students the experience necessary for advanced classes or future research in naturalistic settings.

Course Format This course meets once a week in a seminar format. Most of class time will be spent in conversation or in supervised interactive group activities.
Course: 2140. Assignments:

Assignments for assessment include a weekly online discussion forum, a group presentation, an individual semester-long project, two short papers, and exercises given in class or as homework. Many assignments are credit/no credit in order to encourage incremental development and self-reflection. The assessment and assignment structure is designed to gradually increase practice and focus on the experience of inquiry.

A1–FORUM. (25%) Weekly posts on our online discussion board.
A2–LEADERS. (10%) Students, in rotation, will serve as weekly discussion leaders to lead a conversation about the readings.
A3–BIO. (10%) A two-page statement on background, educational goals, and early ideas on field settings for later assignments.
A4–TECHTALK. (10%) GROUP A short talk and post about computer-based research tools presented by students in small groups of 2-3 people.
A5–FIELDWORK. (15%) A description of a participant-observation experience.
A6–EXERCISE. (10%) Write interview questions, interview, and code the results.
A7–PROTOCOL. (20%) Write a proposal for a qualitative research study that could serve as a protocol for an institutional review board application.

Course: 2140. Books:

Required Books

Suggested Books
We may be reading chapters from the suggested books.
• Saldaña, J. (2016). The coding manual for qualitative researchers. SAGE.
• Wolcott, H. F. (2009). Writing up qualitative research (3rd ed.). SAGE.

Course: 2140. Readings - Bibliography DRAFT

This is a list of potential required and suggested readings for the course.

Course: 2140. POLICIES

Deadlines:
Assignments are due at the beginning of class on the date specified. Any assignment that is not submitted at the beginning of class on the deadline is considered late. In the unlikely event that a deadline cannot be met, advance arrangements must be made to receive any credit. Students must contact me to negotiate submitting an assignment at a later date. Late assignments may not be returned when other students receive their feedback. The quality and depth of feedback will also be compromised. The late submission of any assignment will negatively influence the grade. Deadlines are listed on the class calendar and on the last page of the final syllabus.

Submitting
Assignments will be submitted through classroom technology software. Assignments build on each other so submitting late will impact the quality of grades for the duration of the semester.

| Class Notices: | The most recent syllabus, assignments and in-class projects will be posted on the classroom technology platform. Remember to check for any updates before class. Important updates will be sent to your university email address. |
| Collaboration: | Each student is expected to make an individual contribution to group projects. Although students are encouraged to work with each other to discuss and solve problems, submission of identical or nearly identical work will be seen as an infraction of the university honor code. If you are in doubt about the line between paraphrasing, quoting and plagiarism, ask me. |
| Academic Integrity: | At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential. In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. |
| Electronic Devices: | This class is taught as a seminar. Please turn off your electronic devices during class sessions, especially ones that have alarms. No SMS texts, email or phone calls in the class. |
| Special Needs Policy: | Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, hearing, mobility and/or learning disability should register with the Moses Center for Students with Disabilities at 212 998-4980, 726 Broadway, Second Floor. |
| ..final thoughts: | Think. Ask. Listen. Ask. Share. Participate. This is a class on inquiry. Questions are essential. Your input is vital to making this a successful learning experience for everyone. |

The complete reading schedule and calendar will be available in a later draft.