

**CNE 772
QUALITATIVE METHODOLOGY
SPRING 2008**

Instructors: Drs. John R. Slate
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 Classroom: Claughton Middle School
 Time: Thursday, 6 pm – 8:50 pm



Required Materials:

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. (ISBN: 1-55798-791-2 [pbk: acid-free paper]).
- Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York: Routledge. (ISBN: 0-415-32861-6 [pbk: acid-free paper]).
- Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage. (ISBN: 0-8039-5540-5 [pbk: acid-free paper]).
- Spradley, J. P. (1979). *The ethnographic interview*. Cambridge, MA: International Thomson Publishing (ISBN: 0-0304-4496-9 [pbk: acid-free paper]).

Additional readings of research articles will be assigned.

SUGGESTED MATERIAL

- Arminen, I. (1999). Conversational analysis: A quest for order in social interaction and language use. *Acta Sociologica*, 42, 251-257.
- Berelson, B. (1952). *Content analysis in communicative research*. New York: Free Press.
- Berg, B. L. (2004). *Qualitative research methods for the social sciences* (5th ed.). Boston: Pearson.
- Carley, K. (1993). Coding choices for textual analysis: A comparison of content analysis and map analysis. In P. Marsden (Ed.), *Sociological methodology* (pp. 75-126). Oxford: Blackwell.
- Cowan, S., & McLeod, J. (2004). Research methods: Discourse analysis. *Counselling & Psychotherapy Research Journal*, 4, 102.
- Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches* (2nd. ed.). Thousand Oaks, CA: Sage.

- Danowski, J. A. (1993). Network analysis of message content. In W. D. Richards & G. A. Barnett (Eds.), *Progress in communication science* (Vol. 12, pp. 197-221).
- Del Rio, J. A., Kostoff, R. N., Garcia, E. O., Ramirez, A. M., & Humenik, J. A. (2002). Phenomenological approach to profile impact of scientific research: Citation mining. *Advances in Complex Systems*, 5(1), 19-42.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- DeVault, M. (1994) Narrative analysis. *Qualitative Sociology*. 17, 315-317.
- Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago: The University of Chicago Press.
- Fielding, N. G., & Lee, R. M. (1998). *Computer analysis and qualitative research*. Thousand Oaks, CA: Sage.
- Garfinkel, E. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.
- Guba, E. G. (1981). ERIC/ECTJ annual review paper: Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology: A Journal of Theory, Research, and Development*, 29(2), 75-91.
- Heaton, J. (2000). *Secondary data analysis of qualitative data. A review of the literature*. York: Social Policy Research Unit (SPRU), University of York
- Heaton, J. (2004). *Reworking qualitative data*. Thousand Oaks, CA: Sage.
- Heritage, J. (1984). *Garfinkel and ethnomethodology*. Cambridge: Polity.
- Kelle, U. (1996). *Computer-aided qualitative data analysis*. Thousand Oaks, CA: Sage.
- Leech, N. L., & Goodwin, L. (2004). *Research courses in Ph.D. programs across the United States: Accountability and trends*. Unpublished manuscript, University of Colorado at Denver and Health Sciences Center.
- Liddy, E. D. (2000). Text mining. *Bulletin of the American Society for Information Science & Technology*, 27(1), 14-16.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62, 279-299.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Newbury Park, CA: Sage.
- Miles, M. B., & Weitzman, E. A. (1994). Choosing computer programs for qualitative data analysis, in M. B. Miles & M. Huberman (Eds.) *Qualitative data analysis: An expanded sourcebook* (pp. 311–317). Thousand Oaks, CA: Sage.
- Noblit, G., & Hare, R. (1988). *Meta-ethnography: Synthesizing qualitative studies*. Newbury Park, CA: Sage.
- Onwuegbuzie, A. J. (2003). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity: International Journal of Methodology*, 37, 393-409.

- Onwuegbuzie, A. J., Leech, N. L. (2004). Enhancing the interpretation of “significant” findings: The role of mixed methods research. *The Qualitative Report*, 9(4), 770-792. Retrieved March 8, 2005, from <http://www.nova.edu/ssss/QR/QR9-4/onwuegbuzie.pdf>
- Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 351-383). Thousand Oaks, CA: Sage.
- Phillips, L. J., & Jorgensen, M. W. (2002). *Discourse analysis as theory and method*. Thousand Oaks, CA: Sage.
- Potter J., & Wetherell M. (1987). *Discourse and social psychology: Beyond attitudes and behaviour*. London: Sage.
- Powis, T., & Cairns, D. (2003). Mining for meaning: Text mining the relationship between social representations of reconciliation and beliefs about Aboriginals. *Australian Journal of Psychology*, 55, 59-62.
- QSR International Pty Ltd. (2002). *NVIVO: Reference guide*. Doncaster Victoria: Australia: Author.
- Ragin, C. C. (1987). *The comparative method: Moving beyond qualitative and quantitative strategies*. Berkeley, CA: University of California Press.
- Ragin, C. C. (1989). The logic of the comparative method and the algebra of logic. *Journal of Quantitative Anthropology*, 1, 373–398.
- Ragin, C. C. (1994) Introduction to qualitative comparative analysis, in T. Janoski & A. M. Hicks (Eds.), *The comparative political economy of the Welfare State: New methodologies and approaches* (pp. 299–319). New York: Cambridge University Press.
- Riessman, C. (1993). *Narrative analysis*. Newbury Park, Sage.
- Ryan, G. W., & Bernard, H. R. (2000). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) pp. 769-802. Thousand Oaks. CA: Sage.
- Sacks, H. (1992). *Lectures on conversation* (G. Jefferson, Ed.; Vol. 2). Oxford, Blackwell.
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simple systematics for the organization of turn-taking for conversation. *Language*, 50, 696-735.
- Sandelowski, M. (2001). Real qualitative researchers don't count: The use of numbers in qualitative research. *Research in Nursing & Health*, 24, 230-240.
- Sandelowski, M., & Barroso, J. (2003). Creating metasummaries of qualitative findings. *Nursing Research*, 52, 226-233.
- Schegloff, E. A. (1968). Sequencings in conversational openings. *American Anthropologist*, 70, 1075-1095.
- Schegloff, E. A. (1972). Notes on a conversational practice: Formulating place. In D. Sudnow (ed.), *Studies in social interaction* (pp. 75-199). New York: Free Press.
- Schram, T. H. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and the social sciences*. Upper Saddle River, NJ: Pearson.
- Shaffer, D. W., & Serlin, R. C. (2004). What good are statistics that don't generalize. *Educational Researcher*, 33(9), 14-25.

- Silverman, D. (1993). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. Thousand Oaks, CA: Sage.
- Silverman, D. (2001). *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (2nd. ed.). Thousand Oaks, CA: Sage.
- Spradley, J. P. (1979). *The ethnographic interview*. For Worth, TX: Holt, Rinehart and Winston.
- Srinivasan, P. (2004). Generation hypotheses from MEDLINE. *Journal of the American Society for Information Science & Technology*, 55, 396-413.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Prerequisites: None

Course Goal: This course is designed to prepare graduate students to analyze and to interpret qualitative data using qualitative software (i.e., QDA Miner). Attention will be focused on developing students' computer skills and the knowledge needed to undertake in-depth qualitative analyses of complex data that arise from diverse educational settings. The general goals of the course are to enable students to:

1. Understand the role of computer software in qualitative data analysis.
2. Conceptualize and develop a qualitative research study for a problem in the field of education or counseling.
3. Critique the data analysis and results sections of qualitative research reports.

Course Objectives: This course is designed to introduce the student to the meaning and use of qualitative research in diverse educational settings. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. Attention will be focused upon developing the skills and knowledge needed to conduct critical evaluations and use the findings of published research in educational and counseling settings. Attention also will be given to the use of microcomputers for qualitative data analysis. All course objectives are designed to enhance the student's ability to become a consumer of qualitative research. By the end of the semester, the student will be able to:

1. Describe the philosophical underpinnings and logic of justification underlying the quantitative and qualitative data analyses
2. Identify the differences between the quantitative and qualitative data analyses
3. Define terms and concepts commonly utilized in qualitative data analyses
4. Understand and describe the steps involved in the qualitative data analysis process
5. Understand and use a variety of qualitative data analysis techniques
6. Align qualitative data analysis techniques to research purposes and research questions

7. Identify and describe the major threats to validity/trustworthiness/legitimation/truth value of qualitative research findings
8. Demonstrate knowledge of how to evaluate qualitative data analysis and results sections of research reports
9. Understand how to use QDA Miner to undertake a variety of qualitative data analysis techniques
10. Present and discuss the data analysis process and results
11. Write up the results section pertaining to an array of qualitative data analysis techniques
12. Demonstrate skill in writing in the format of the American Psychological Association
13. Demonstrate basic skills with electronic information-retrieval systems
14. Demonstrate how to utilize effectively the library and its resources as part of the qualitative research process
15. Identify ethical and legal considerations involved in conducting and reporting qualitative data analyses
16. Apply guidelines for presenting qualitative research studies professionally
17. Understand the role of qualitative data analyses in mixed methods data analyses

Format for class:

- Mini lectures and demonstrations based on your reading assignments.
- Application of topics discussed using QDA Miner on the computer.
- Interpretation of qualitative data.
- Class discussions
- Hand-on data collection techniques (e.g., interviewing, transcribing, focus group interviewing, observing, member-checking)

ATTENDANCE

Students are to attend and participate in **all** classes. This behavior is expected of all students enrolled in graduate-level classes. The instructors reserve the right to deduct two points for each hour a student is late to class, 10 points for each class missed, and 2 points for each calendar day an assignment is late. Students who miss 20% or more of the classes are subject to dismissal from the course. If you miss additional classes, you must schedule an appointment with the instructor to discuss your continuation in the course. If you have to miss class, come to class late, or leave class early, it is your responsibility to find out what was covered and assigned. Remember, for every lesson that you fail to attend, you will miss coverage of *several course objectives*. Attendance on examination days (including any presentations) is **compulsory**. Non-attendance on examination days without an acceptable reason will result in a score of zero for that examination.

OFF-TASK BEHAVIOR

It is imperative that students **turn off their cell phones** prior to the start of class. Also, students should **refrain from reading or writing email messages** or engaging in any

other off-task behaviors at any point during class. Also, please **refrain from engaging in side conversations** during class unless directed to do so by the instructors.

ASSIGNMENTS

All assignments will be given deadlines. Contact us in advance if you are unable to turn in an assignment on time. Students are reminded that plagiarism (including copying work from another student, present or former) is strictly prohibited. Any student against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

GRADING CRITERIA

ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as **PLAGIARISM**. This behavior always has been, and still is, unacceptable and dishonest. Exact quotes must be cited according to the APA style manual (5th Ed.). Paraphrasing means to restate, therefore, the working must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in **YOUR OWN** words (Tomberlin, 1995). (More about plagiarism in this syllabus).

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by succumbing to the dishonest production of required work--it will be dealt with swiftly.

GENERAL ADVICE

- (i) READ the sections to be covered *before* class. READ *all* handouts *carefully*.
- (ii) ASK questions if you do not understand the material presented or in the readings. If there is not enough time for questions during the class, please see us after the class, arrange to see us during our office hours, or contact us via telephone or e-mail.
- (iii) READ and be accountable for all class assignments. **Each assignment covers a specified amount of information that may not be covered in class lectures;** however, the lectures and texts supplement and complement each other. **You are responsible for assigned readings, whether covered in class or not.** Attempt to complete fully *all* the assignments. If you have difficulties in any areas, please let us know.

Please note: We care very much about your future development. We will do EVERYTHING we can to prepare you to be an effective researcher and practitioner.

TENTATIVE SCHEDULE

Week 1: January 17th

THEME 1: OVERVIEW OF COURSE AND SET UP OF RESEARCH TEAMS AND ASSIGNMENTS

Individual introductions

Overview of syllabus, course, and textbooks

Description of term assignments

Develop teams for presenting weekly readings

Develop pairs for interview data collection

Develop interview questions

Develop research teams

Develop research question(s) for each research team

Begin planning research design for each research team

In-Class Exercise: Group Observations

Relevant PowerPoints:

Instructors: SHSU.QualitativeResearchQuestions.Handout

Assignment for Week 2:

*Type up observations using Word and upload it to Blackboard by Tuesday, January 22

*Develop a qualitative-based research question(s)

*Read

Miles and Huberman (1994):

Chapter 1: Introduction

Chapter 2: Focusing and Bounding the Collection of Data: The Substantive Start

Spradley (1997):

Chapter 1: Locating an Informant

Chapter 2: Interviewing an Informant

Chapter 3: Making an Ethnographic Record

Chapter 4: Asking Descriptive Questions

*Read ahead as much as possible

Week 2: January 24th

THEME 2: OVERVIEW OF QUALITATIVE RESEARCH

In-Class Exercise: Qualitative analysis of observations of all group members
Go over research questions for group qualitative studies

Miles and Huberman (1994):

Chapter 1: Introduction

Chapter 2: Focusing and Bounding the Collection of Data: The Substantive Start

Spradley (1997):

Chapter 1: Locating an Informant

Chapter 2: Interviewing an Informant

Chapter 3: Making an Ethnographic Record

Chapter 4: Asking Descriptive Questions

Relevant PowerPoints:

Group 1: Miles and Huberman (Chapters 1-2)

Group 2: Spradley (Chapters 1-2)

Group 3: Spradley (Chapters 3-4)

Instructors: SHSU.WhatIsQualitativeResearch

Instructors: SHSU.Chapter1.Denzin&Lincoln(2005)

Instructors: SHSU.Chapter2.Creswell(1998)

Instructors: SHSU.QualitativeResearchProcess
Instructors: SHSU.Chapter6.Creswell(1998)
Instructors: SHSU.Chapter7.Denzin&Lincoln(2000)
Instructors: SHSU.Chapter6.Denzin&Lincoln(2005)

Assignment for Week 4:

*Type up qualitative analysis of group observations using Word and upload it to Blackboard by Tuesday, January 29

*Prepare application to Institutional Review Board (IRB)

*Read

Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York: Routledge.

Chapter 1: Introduction

Chapter 2: Building Tasks

Chapter 3: Tools of Inquiry and Discourses

Chapter 4: Social Languages, Conversations, and Intertextuality

Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108, 529-576.

***Bring Audio-tape recorders to class the next time we meet**

Week 3: February 7th

**SOUTHWEST EDUCATIONAL RESEARCH ASSOCIATION (SERA)
CONFERENCE IN NEW ORLEANS, LA—NO FORMAL CLASS MEETING.
HOWEVER, ALL STUDENTS ARE EXPECTED TO WORK ON THEIR
ASSIGNMENTS.**

Week 4: February 14th

THEME 3: OVERVIEW OF QUALITATIVE RESEARCH PROCESS

Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York: Routledge.

Chapter 1: Introduction

Chapter 2: Building Tasks

Chapter 3: Tools of Inquiry and Discourses
 Chapter 4: Social Languages, Conversations, and
 Intertextuality

Go over Rubric for Qualitative Research Report
 Discuss Kilbourn's (2006) article on Qualitative Dissertation Proposals

Pairwise 30-minute Interviews

Relevant PowerPoints:

Group 1: Gee (Chapters 1-2)
 Group 2: Gee (Chapter 3)
 Group 3: Gee (Chapter 4)

Instructors: SHSU.QualitativeDataAnalysis.Step-by-Step (Handout):Slides 1-80
 Instructors: SHSU.QualitativeResearchDesigns
 Instructors: SHSU.QualitativeResearchProcess.Overview
 Instructors: SHSU.QualitativeResearchDesigns
 Instructors; SHSU.Denzin&Lincoln(2000).ChoreographyofResearchDesign
 Instructors: SHSU.Denzin&Lincoln(2005).CaseStudies
 Instructors: SHSU.Denzin&Lincoln(2000).GroundedTheory
 Instructors: SHSU.Denzin&Lincoln(2005).CriticalEthnography
 Instructors: SHSU.Denzin&Lincoln(2000).Autoethnography

Assignment for Week 5:

*Read

Miles and Huberman (1994):
 Chapter 3: Focusing and Bounding the Collection of Data:
 Further Design Issues
 Chapter 4: Early Steps in Analysis

Spradley (1997):
 Chapter 7: Asking Structural Questions
 Chapter 9: Asking Contrast Questions
 Chapter 5: Analyzing Ethnographic Interviews

Leech, N. L., & Onwuegbuzie, A. J. (2008, February). *Interviewing the interpretive researcher: A method for addressing the crises of representation and legitimation*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12, 238-254 Retrieved September 5, 2007 from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf>

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity: International Journal of Methodology*, 41, 105-121.

Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12, 281-316. Retrieved September 5, 2007, from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf>

*Prepare application to Institutional Review Board (IRB)

*Transcribe 30-minute Interviews and upload transcriptions to Blackboard by Tuesday, February 19

Week 5: February 21st

THEME 4: SAMPLING AND COLLECTING DATA IN QUALITATIVE RESEARCH

Collecting Data

Miles and Huberman (1994):

Chapter 3: Focusing and Bounding the Collection of Data:
Further Design Issues

Chapter 4: Early Steps in Analysis

Spradley (1997):

Chapter 7: Asking Structural Questions

Chapter 9: Asking Contrast Questions

Analyzing Interview Data

Spradley (1997):

Chapter 5: Analyzing Ethnographic Interviews

In-Class Exercise: Collecting non-verbal data during interviews

Sampling

Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report, 12*, 238-254 Retrieved September 5, 2007 from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf>

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity: International Journal of Methodology, 41*, 105-121.

Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report, 12*, 281-316. Retrieved September 5, 2007, from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf>

Interviewing the Interviewer

Leech, N. L., & Onwuegbuzie, A. J. (2008, February). *Interviewing the interpretive researcher: A method for addressing the crises of representation and legitimation*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.

10-minute pairwise member checking of interview transcripts

20-minute pairwise interviewing the interviewer

Relevant PowerPoints:

Group 1: Spradley (Chapter 5)

Group 2: Miles and Huberman (Chapters 3-4)

Group 3: Spradley (Chapter 7, 9)

Instructors: SHSU.Denzin&Lincoln(2005).Interviewing

Instructors: SHSU.Denzin&Lincoln(2000).InterviewingtheInterviewer

Instructors: SHSU.Denzin&Lincoln(2000).Observations

Assignment for Week 6:***Read**

Miles and Huberman (1994):

Chapter 12: Producing Reports

Spradley (1997):

Chapter 12: Writing an Ethnography

Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.

Constas, M. A. (1992). Qualitative data analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29, 253-266.

Onwuegbuzie, A. J., & Daniel, L. G. (2005). Editorial: Evidenced-based guidelines for publishing articles in *Research in the Schools* and beyond. *Research in the Schools*, 12(2), 1-11.

Onwuegbuzie, A. J., Waytowich, V. L., & Jiao, Q. G. (2006, December). Bibliographic errors in articles submitted to scholarly journals: The case for *Research in the Schools*. *Academic Exchange Extra*. Retrieved December 4, 2006, from <http://asstudents.unco.edu/students/AE-Extra/2006/12/index.html>

Waytowich, V. L., Onwuegbuzie, A. J., & Jiao, Q. G. (2006). Characteristics of doctoral students who commit citation errors. *Library Review*, 55, 195-208.

Miles and Huberman (1994):

Chapter 10: Making Good Sense: Drawing and Verifying Conclusions

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249.

Week 6: February 28th**THEME 5: LEGITIMATION AND WRITING QUALITATIVE REPORTS***Writing up Results:*

Miles and Huberman (1994):

Chapter 12: Producing Reports

Spradley (1997):

Chapter 12: Writing an Ethnography

Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.

Constas, M. A. (1992). Qualitative data analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29, 253-266.

Onwuegbuzie, A. J., & Daniel, L. G. (2005). Editorial: Evidenced-based guidelines for publishing articles in *Research in the Schools* and beyond. *Research in the Schools*, 12(2), 1-11.

Onwuegbuzie, A. J., Waytowich, V. L., & Jiao, Q. G. (2006, December). Bibliographic errors in articles submitted to scholarly journals: The case for *Research in the Schools*. *Academic Exchange Extra*. Retrieved December 4, 2006, from <http://asststudents.unco.edu/students/AE-Extra/2006/12/index.html>

Waytowich, V. L., Onwuegbuzie, A. J., & Jiao, Q. G. (2006). Characteristics of doctoral students who commit citation errors. *Library Review*, 55, 195-208.

Legitimation:

Miles and Huberman (1994):

Chapter 10: Making Good Sense: Drawing and Verifying Conclusions

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249.

Relevant PowerPoint:

Group 1: Miles and Huberman (Chapters 10, 12)

Group 2: Spradley (Chapters 12)

Group 3: Constas (1992) and Anfara, Brown, and Magione (2002)

Instructor: SHSU.LegitimationinQualitativeResearch

Instructor: SHSU.CitationErrors.Waytowich,Onwuegbuzie&Jiao.final

Instructor: SHSU.CitationErrorandRITS.final

Instructor: SHSU.CitationErrorandLibraryAnxiety.final

Assignment for Week 7:

*Read

Leech, N. L., & Onwuegbuzie, A. J. (in press). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*.

Leech, N. L., & Onwuegbuzie, A. J. (in press). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*.

Onwuegbuzie, A. J., & Leech, N. L. (in press). Generalization practices in qualitative research: A mixed methods case study. *Quality & Quantity: International Journal of Methodology*.

Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *British Medical Journal*, 320, 114-116.

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21, 491-503.

Miles and Huberman (1994):
Chapter 11: Ethical Issues in Analysis

Miles and Huberman (1994): pp. 252-254

Week 7: March 6th**THEME 6: WORD COUNT/KEYWORDS-IN-CONTEXT**

Leech, N. L., & Onwuegbuzie, A. J. (in press). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*.

Leech, N. L., & Onwuegbuzie, A. J. (in press). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*.

Onwuegbuzie, A. J. (2003). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity: International Journal of Methodology*, 37, 393-409.

Onwuegbuzie, A. J., & Leech, N. L. (in press). Generalization practices in qualitative research: A mixed methods case study. *Quality & Quantity: International Journal of Methodology*.

Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *British Medical Journal*, 320, 114-116.

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21, 491-503.

Miles and Huberman (1994):
Chapter 11: Ethical Issues in Analysis

Miles and Huberman (1994): pp. 252-254

Rubric for Word Count/Keywords-in-Context

Introduction to QDA Miner 3.0

Starting a Project
 Preparing and Importing Documents
 Opening an Existing Project
 Browsing and Editing Documents
 Managing Documents
 Making and Using Memos
 Coding

Uncoding
 Coding the Results of a Search
 Searching
 Counting

Relevant PowerPoints:

Group 1: Miles and Huberman (Chapters 11, pp. 252-254)

Group 2: Pope, Ziebland, and Mays (2000)

Group 3: Spiggle (1994)

Instructor: SHSU.QualitativeComputerDataAnalysis.revised2.final

Instructor: SHSU.QualitativeDataAalysis.Step-by-Step (Handout: Slides 108-135)

Instructor: SHSU.QualitativeDataAalysis.Step-by-Step (Handout: Slides 149-153, 172-190)

Assignment for Week 9:

*Read

Carley, K. (1993). Coding choices for textual analysis: A comparison of content analysis and map analysis. In P. Marsden (Ed.), *Sociological methodology* (pp. 75-126). Oxford: Blackwell.

*Complete Qualitative Notebook 1: Word Count/Keywords-in-Context

Week 8: Spring Break: March 13th

Week 9: March 20th

THEME 7: CLASSICAL CONTENT ANAYLSIS

Carley, K. (1993). Coding choices for textual analysis: A comparison of content analysis and map analysis. In P. Marsden (Ed.), *Sociological methodology* (pp. 75-126). Oxford: Blackwell.

Leech, N. L., & Onwuegbuzie, A. J. (in press). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*.

Leech, N. L., & Onwuegbuzie, A. J. (in press). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*.

Relevant PowerPoints:

Group 1: Carley (1993)
Group 2: Carley (1993)
Group 3: Carley (1993)

Instructor: SHSU.QualitativeDataAnalysis.Step-by-Step (Handout: Slides 165-171)

Instructor: Glover-Graf, N., & Slate, J. R. (2007, November). 100 Words/100 Women: A Mixed Analysis, Paper presented at the Texas Counselors' Association Annual Conference. Corpus Christi, TX.

ASSIGNMENT DUE:

Qualitative Notebook 1: Word Count/Keywords-in-Context

Assignment for WEEK 11:

*Read

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Chapter 7: Analytic Tools
Chapter 8: Open Coding
Chapter 9: Axial Coding
Chapter 10: Selective Coding

*Complete Qualitative Notebook 2: Classical Content Analysis

Week 10: March 27th

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)
CONFERENCE IN NEW YORK—NO FORMAL CLASS MEETING. HOWEVER,
ALL STUDENTS ARE EXPECTED TO WORK ON THEIR ASSIGNMENTS.**

Assignment for WEEK 11:

Qualitative Notebook 2: Classical Content Analysis

Week 11: April 3rd**THEME 8: METHOD OF CONSTANT COMPARISON**

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Chapter 7: Analytic Tools

Chapter 8: Open Coding

Chapter 9: Axial Coding

Chapter 10: Selective Coding

Leech, N. L., & Onwuegbuzie, A. J. (in press). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*.

Leech, N. L., & Onwuegbuzie, A. J. (in press). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*.

Relevant PowerPoints:

Group 1: Strauss and Corbin (Chapter 7)

Group 2: Strauss and Corbin (Chapter 8)

Group 3: Strauss and Corbin (Chapters 9-10)

Instructor: SHSU.QualitativeDataAnalysis.Step-by-Step (Handout: Slides 155-162)

ASSIGNMENT DUE:

Qualitative Notebook 2: Classical Content Analysis

Assignment for WEEK 12:

*Read

Spradley (1997): Chapter 6: Making a Domain Analysis

Spradley (1997): Chapter 8: Making a Taxonomic Analysis

Spradley (1997): Chapter 10: Making a Componential Analysis

*Complete Qualitative Notebook 3: Method of Constant Comparison

Week 12: April 10th**THEME 9: ETHNOGRAPHIC ANALYSIS***Domain Analysis:*

Spradley (1997): Chapter 6: Making a Domain Analysis

Taxonomic Analysis:

Spradley (1997): Chapter 8: Making a Taxonomic Analysis

Componential Analysis:

Spradley (1997): Chapter 10: Making a Componential Analysis

Leech, N. L., & Onwuegbuzie, A. J. (in press). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*.

Leech, N. L., & Onwuegbuzie, A. J. (in press). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*.

Relevant PowerPoints:

Group 1: Spradley (Chapter 6)

Group 2: Spradley (Chapter 8)

Group 3: Spradley (Chapter 10)

Instructor: SHSU.QualitativeDataAnalysis.Step-by-Step (Handout: Slides 192-221)

ASSIGNMENT DUE:

Qualitative Notebook 3: Method of Constant Comparison

Assignment for WEEK 13:

*Read

Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York: Routledge.

Chapter 6: Discourse Models

Chapter 7: Discourse Analysis
Chapter 8: Processing and Organizing Language
Chapter 9: Sample of Discourse Analysis 1
Chapter 10: Sample of Discourse Analysis 2
Chapter 11: Sample of Discourse Analysis 3

*Complete Qualitative Notebook 4: Ethnographic Analysis (i.e., Domain Analysis, Taxonomic Analysis, Componential Analysis)

Week 13: April 17th

THEME 10: DISCOURSE ANALYSIS

Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York: Routledge.

Chapter 6: Discourse Models
Chapter 7: Discourse Analysis
Chapter 8: Processing and Organizing Language
Chapter 9: Sample of Discourse Analysis 1
Chapter 10: Sample of Discourse Analysis 2
Chapter 11: Sample of Discourse Analysis 3

Leech, N. L., & Onwuegbuzie, A. J. (in press). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*.

Relevant PowerPoints:

Group 1: Gee (Chapters 6, 9)
Group 2: Gee (Chapters 7, 10)
Group 3: Spradley (Chapter 8, 11)

Instructor: SHSU.QualitativeDataAnalysis.Step-by-Step (Handout: Slides 229-231)

ASSIGNMENT DUE:

Qualitative Notebook 4: Ethnographic Analysis (i.e., Domain Analysis, Taxonomic Analysis, Componential Analysis)

Assignment for WEEK 14:

*Read

Miles and Huberman (1994):

Chapter 5: Within-Case Displays: Exploring and Describing

Chapter 6: Within-Case Displays: Explaining and Predicting

Chapter 7: Cross-Case Displays: Exploring and Describing

Chapter 8: Cross-Case Displays: Ordering and Explaining

Chapter 9: Matrix Displays: Some Rules of Thumb

*Complete Qualitative Notebook 5: Discourse Analysis

Week 14: April 24th

THEME 11: WITHIN-CASE AND CROSS-CASE ANALYSIS

Miles and Huberman (1994):

Chapter 5: Within-Case Displays: Exploring and Describing

Chapter 6: Within-Case Displays: Explaining and Predicting

Chapter 7: Cross-Case Displays: Exploring and Describing

Chapter 8: Cross-Case Displays: Ordering and Explaining

Chapter 9: Matrix Displays: Some Rules of Thumb

Relevant PowerPoints:

Group 1: Miles and Huberman (Chapter 9)

Group 2: Miles and Huberman (Chapter 5-6)

Group 3: Miles and Huberman (Chapter 7-8)

Instructor: SHSU.QualitativeDataAnalysis.Step-by-Step (Handout: Slides 94-106)

ASSIGNMENT DUE:

Qualitative Notebook 5: Discourse Analysis

Assignment for WEEK 15:

*Prepare Group Research Article

*Read

Onwuegbuzie, A. J., Dickinson, W. B., & Leech, N. L. (2007, February).

Toward more rigor in focus group research: A new framework for collecting and analyzing focus group data. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX. (Handout)

Assignment for WEEK 16:

Qualitative Notebook 6: Cross-Case Displays: Exploring and Describing/Ordering and Explaining

Week 15: May 1st

THEME 12: FOCUS GROUP RESEARCH

Onwuegbuzie, A. J., Dickinson, W. B., & Leech, N. L. (2007, February).

Toward more rigor in focus group research: A new framework for collecting and analyzing focus group data. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX. (Handout)

In-Class Exercise: Focus Group

Group Work: Prepare Group Research Article

Relevant PowerPoints:

Instructors: SHSU.MixedMethods.FocusGroup.final

Assignment for WEEK 16:

Qualitative Notebook 6: Cross-Case Displays: Exploring and Describing/Ordering and Explaining

Complete Group Research Article

Prepare Cooperative Learning Oral Presentation

Prepare Cooperative Learning Poster Presentation

Week 16: May 8th*Final Examination:*

Cooperative Learning Oral Presentation
 Cooperative Learning Poster Presentation

ASSIGNMENT DUE:

Qualitative Notebook 6: Cross-Case Displays: Exploring and
 Describing/Ordering and Explaining

Group Research Article
 Group Poster
 Reflexive Journal

EVALUATION GUIDELINES

The final course total comprises five components. Each is described below.

1. Each student will maintain a qualitative notebook that will be handed on a weekly basis. In total, the following six qualitative notebooks will be assigned: (1) Word Count/Keywords-in-Context; (2) Classical Content Analysis; (3) Method of Constant Comparison; (4) Ethnographic Analysis (i.e., Domain Analysis, Taxonomic Analysis, Componential Analysis); (5) Discourse Analysis; and (6) Cross-Case Displays: Exploring and Describing/Ordering and Explaining. Each qualitative notebook, which must be of the highest quality, also should contain a cover page and running head. Please note that your writing style (e.g., grammar, punctuation, clarity, and application of APA criteria) also will be assessed. **Please note that one point will be deducted for every missing, incomplete, or inconsistent reference. A missing assignment will not only be assigned a value of 0, but an additional 5 points will be deducted from the total value of the qualitative notebook.** Each qualitative notebook assignment is worth 25 points. For every qualitative notebook report, evidence must be provided (i.e., QDA Miner printout in the appendix) that a qualitative computer software program was used to help analyze the data.

You are expected to complete 100% of your assignments by yourself. Do NOT copy the works of other students in the course. You are also expected to modify the wording provided to you in any sample write-ups. Students are reminded that plagiarism **(including copying work from another student, present or former, or copying any sample write-ups)** is strictly prohibited. Students against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

2. Each student will be assigned to a cooperative learning group comprising 4-6 students. Onwuegbuzie, Collins, and Elbedour (2003) found that groups containing six students, on average, produced the best group products in research methods courses and thus attained the highest scores—scoring between 8 and 12 points higher than did groups containing two, three, four, or five students [cf. Onwuegbuzie, A. J., Collins, K. M. T., & Elbedour, S. (2003). Aptitude by treatment interactions and Matthew effects in graduate-level cooperative learning groups. *The Journal of Educational Research*, 96, 217-230.] Each group will submit a complete qualitative research report using real data collected by the students during the course. Each research report is worth 100 points. The goal is to allow students to practice conducting reviews of the literature, and collecting, analyzing, and interpreting real data using qualitative data-analytic techniques. That is, the research report should contain all the major elements of a research study. Each group is expected to use QDA Miner to analyze the data. The research article, which must be of the highest quality, also should contain a cover page and running head. Please note that your writing style (e.g., grammar, punctuation, clarity, and application of APA criteria) also will be assessed. The research report should contain at least *20 complete and consistent references*. **The main body (i.e., including the cover/title page, but not including reference pages, tables, figures, and appendices) must not exceed 25 pages using 12-point font, 1-inch margins all around, and double spaces throughout. That is, the reference list page should not begin any later than on page 26. Please note that one point will be deducted for every missing, incomplete, or inconsistent reference.** It is expected that, upon completion of the research report, students will be familiar with EVERY aspect of the qualitative research process. As such, the research project will play a major role in *demystifying the research process*. A scoring rubric will be used. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. *This journal-ready research report should be completely written in APA style and ready to be submitted to a refereed journal.* Thus, you should check, if you are not certain, to verify all the parts that must be included in a journal-ready research report. Your submission must include all of these parts. *Missing parts and APA errors will result in substantial reductions in the grade you receive.*
3. Each group will conduct a 15-minute professional presentation of its qualitative research report. The goal is to give students an opportunity cooperatively to present their qualitative research studies in a formal setting. The presentation is worth 100 points. Detailed feedback will be given, utilizing a scoring rubric. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. The presentation must be scholarly and professional in nature. Points will be deducted from the presentation and course grade of every individual contained in a group that provides a presentation that represents a sufficiently lower quality than

expected.

4. The students will divide themselves into three cooperative learning groups. For most weeks, at least one group will present formally a selected part of the readings using PowerPoint slides to the remaining students in the class and instructors. The group presentations are worth a total of 100 points. The goal is for students to demonstrate the extent to which they have understood each week's readings. Following the student presentations, the instructors will provide feedback on the material presented by the presenting students. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on.
5. Each student will maintain a reflexive journal. This journal labeled, "Qualitative Data Analysis Reflections," should be updated on at least a weekly basis. This journal must demonstrate depth of thoroughness of experiences, thoughts, reflections, and introspections, as well as personal and professional growth and application. These journals, which must be typed (e.g., Word document), are worth 50 points and must be typed in an APA-compliant manner. *The evaluation of your journal will be based upon the quality and quantity of your reflections.* As you are doctoral students, expectations for this reflexive journal are high. All information will be kept confidential.

GRADES

A = 500-450

B = 449-400

C = 399-350

D = 349-300

F = Below 300

FOR YOUR INFORMATION

- ✓ **Students with Disabilities Policy:** Please see <http://www.shsu.edu/syllabus/>. If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 294-1720.
- ✓ Academic honesty is expected in this class. **Plagiarism is a violation and will result in course failure.** Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall

encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

- ✓ **Attendance.** Spring & Fall attendance policy. Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. A second absence will require that the student submit a letter to the Department of Educational Leadership & Counseling Faculty explaining the circumstances of the absence. The faculty will decide if the second absence should be excused. If it is not excused, a deduction of a letter grade for the course will occur. Subsequent absences will result in automatic letter grade reductions. Summer attendance policy is different. You will be permitted one excused absence (one class period). Subsequent absences will result in a deduction of one letter grade per absence.
- ✓ **Religious Holidays.** An institution of higher education shall excuse students from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.
- ✓ Late assignments will be penalized by one letter grade for each 24-hour period they are not turned in.
- ✓ The syllabus is subject to change pending notification.
- ✓ **University Policies:** Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: <http://www.shsu.edu/~vaf> www.aps/stualpha.html

PLAGIARISM: WHAT IT IS

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, Form and Style Theses, Reports, Term Papers (7th ed.).

"Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

Plagiarism-the use of another person's ideas or wording without giving proper credit-results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes in the birth rate in China) should usually be documented." (p. 59).

In reference to note taking, Campbell, Ballou, and Slade (1986) state: "When you write a summary during note taking, you must be careful to avoid inadvertently using the author's wording. Changing an occasional word or reversing the order of phrases or sentences does not result in an adequate summary. A good discipline is to try to write a summary without looking at the source. After writing a summary, look at the original and make a critical comparison, checking for duplication of wording and accuracy in statement of the ideas. If you find that you have used more than two consecutive words from the original (with the exception of articles or prepositions), place them in quotation marks. Carelessness in writing a summary can result in unintentional plagiarism...Even though the summary contains your own words, you will want to give credit for the ideas if you use them in your paper. Be as careful about recording the author's name and page numbers for a summary or paraphrase as you would be for a direct quote." (p. 14-15).

Commenting about paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.

Automated Plagiarism Detection Service

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism.

We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments to Turnitin. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

If there are any questions about **Turnitin**, please e-mail or call Jess Nevins (lib_jjn@shsu.edu or 4-3587)