

RDG 790 QUALITATIVE RESEARCH METHODS IN LITERACY EDUCATION

RDG 790 is a required course for the Doctorate in Education in Reading

College of Education

Department of Language, Literacy & Special Populations

Summer 2008

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Summer 2008 office hours: Mondays 1:30-4:30; Wednesdays 1:30-4:30

Text/Readings: Creswell, J. W. (2007). *Qualitative inquiry & research design* (2nd ed.). Thousand Oaks, CA: Sage.
Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
Additional readings will be required and will either be self-selected by students or provided by the instructor.

Course Description: This course provides both theoretical and practical dimensions of qualitative research. Various paradigms of qualitative research, such as case study analysis, naturalistic inquiry, discourse analysis, ethnography, and narrative analysis are addressed in this course. Candidates will engage in data collection, analysis, and reports of individualized research projects. The research project will enable students to summarize evidence related to psychological, sociological, and linguistic foundations of reading and writing processes and instruction. 3 credit hours. Prerequisite: RDG 730 and permission of the instructor.

Standards Matrix/Course Content: Candidates will meet the following IRA standards for teacher educators upon completion of RDG 790.

Learning Outcomes <i>The candidate will:</i>	Activities	Performance Assessment	IRA Standards COE Conceptual Framework
Demonstrate an understanding of the philosophical underpinnings of qualitative research in literacy education.	<ul style="list-style-type: none">Engages in discussion groups comparing and contrasting various processes and instructional formats.Book reviewFinal project presentation	<ul style="list-style-type: none">Discussion group rubric.Book reviewPresentation rubric	1.1 CF1
Investigate and summarize qualitative research methodologies related to literacy.	<ul style="list-style-type: none">Book reviewParticipates in discussion groups over weekly readings.Practices data collection in the fieldFinal project presentation	<ul style="list-style-type: none">Discussion group rubricPracticum observationFinal project Rubric	5.2 CF1
Design a qualitative research study.	<ul style="list-style-type: none">Qualitative design paper	<ul style="list-style-type: none">Paper rubric	5.2 CF1, CF3
Collect and analyze qualitative data.	<ul style="list-style-type: none">Guided practicumData "Set" activity	<ul style="list-style-type: none">Practicum observationData "Set" rubric	
Report findings both orally and in writing.	<ul style="list-style-type: none">Presentation on mini-research study	<ul style="list-style-type: none">Presentation rubric	

Web address for specialty organization standards: www.reading.org/advocacy/standards/introduction.html

COE Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

Course content is delivered through face-to-face lecture in a class setting, self-study, and workshop. During class sessions literacy concepts, theories, and strategies dealing with the collection, analysis, and writing of qualitative research are discussed and practiced. The professor's instructional focus is to assist candidates in becoming reflective researchers, knowledgeable about qualitative reading research and methodology. To facilitate this, classes are supplemented with PowerPoint presentations and Blackboard, online discussion forums, and Internet links.

Course Requirements:

1. Book Review – The candidate will read and review a book that is a published account of a particular type of qualitative methodology from a list the professor will provide. The candidate will make an oral presentation of the book review and will create a handout for the class to accompany the oral review. Possible books for review include:
 - Beer, K. (1990). *Choosing not to read*. Unpublished doctoral dissertation, University of Houston.
 - Bissex, G. (1980). *GYNs at work*. Boston, MA: Harvard University Press.
 - Butler, D. (1980). *Cushla and her books*. NY: Horn.
 - Calkins, L. M. (1983). *Lessons from a child*. Portsmouth, NH: Heinemann.
 - Dyson, A. H. (2002). *The brothers and sisters learn to write*. NY: Teachers College Press.
 - Fassler, R. (2003). *Room for talk*. NY: Teachers College Press.
 - Guerra, J. C. (1998). *Close to home: Oral and literate practices in a transnational Mexicano community*. NY: Teachers College Press.
 - Handel, R. D. (1999). *Building family literacy in an urban community*. NY: Teachers College Press.
 - Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. NY: Cambridge University.
 - Heller, C. E. (1997). *Until we are strong together*. NY: Teachers College Press.
 - Hicks, D. (2001). *Reading lives: Working class children and literacy learning*. NY: Teachers College Press.
 - Hynds, S. (1997). *On the brink: Negotiating life and literature with adolescents*. NY: Teachers College Press.
 - Merrifield, J., Bingman, M. B., Hemphill, D., & Bennett deMarrais, K. P. (1997). *Life at the margins: Literacy, language, and technology in everyday life*. NY: Teachers College Press.
 - Paley, V. G. (1981). *Wally's stories: Conversations in the kindergarten*. Cambridge, MA: Harvard University Press.
 - Paley, V. G. (1989). *White teacher*. Cambridge, MA: Harvard University Press.
 - Paley, V. G. (1993). *You can't say you can't play*. Boston: Harvard University Press.
 - Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University.
 - Rose, M. (1989). *Lives on the boundary*. NY: Free Press.
 - Rymes, B. (2002). *Conversational borderlands: Language and identity in an alternative urban high school*. NY: Teachers College Press.
 - Summer, A. (1970). *Me the flunkie*. Greenwich, CN: Fawcett Premier.
 - Taylor, D. (1980). *Family literacy*. Portsmouth, NH: Heinemann.
 - Taylor, D. (1990). *Learning denied*. Portsmouth, NH: Heinemann.
 - Taylor, D. (1996). *Toxic literacies*. Portsmouth, NH: Heinemann.
2. Article Reviews – The candidate will complete an article review for each research methodology discussed in class. The review will be brought to class and used to enrich class discussions.
3. Class Discussions – The candidate will thoughtfully contribute to each class discussion, having read the assigned material.
4. Data Collection and Analysis Guided Practicum– The candidate will participate in a data collection practicum and will subsequently analyze the data using a variety of techniques including computerize software packages.
5. Qualitative Research Design—The candidate will design a qualitative research study. The design will include an issue or problem, a brief examination of the literature, the posing of questions, a succinct description of the participants and setting, data collection, data coding and analysis plans, a section devoted to research rigor (trustworthiness), a timeline, a statement concerning the researcher's perspective, and references.

6. The Data "Set"--Data Collection, Data Coding and Data Analysis – The candidate will collect data in a particular location in the community in order to practice data collection techniques in a "real world" setting.
7. Final Project presentation – The candidate will present the highlights his/her own mini research study.

Evaluation

Book Review	50
Article Reviews (10 points for each of 5 articles)	50
Discussion Rubric (5 points for each of 10 class discussions)	50
Data Guided Practicum	25
Qualitative Research Design	50
Data "Set"	50
Final Project presentation	100
Total:	375

A = 94% and above B = 88-92% C = 82-97%

Expectations:

1. Regular and punctual attendance is expected. This is a "hands-on" course in which many of the instructional techniques are demonstrated in class and debriefed in large and small group discussions. For these reasons it is important that you be here and be on time.
2. Candidates are expected to turn off all cell phones prior to class.
3. Be prepared for class.
4. Academic honesty is expected. Doctoral students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalog and Student Code of Conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect

adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Selected Bibliography:

- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1997). *Women's ways of knowing: The development of self, voice, and mind*. NY: Basic Books.
- Bicklen, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. NY: Teachers College Press.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research in education: An introduction to theory and methods*. Boston: Allyn & Bacon.
- Denzin, N. K., & Lincoln, Y. S. (1998). *Strategies of Qualitative Inquiry*. London: Sage.
- Denzin, N. K., & Lincoln, Y.S., Eds. (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Duke, N., & Mallette, M., Eds. (2004). *Literacy research methodologies*. NY: Guilford Press.
- Dyson, A. H., & Genishi, C. (2005). *On the case: Approaches to language and literacy*. NY: Teachers College Press.
- Hancock, D., & Algozzine, B. (2006). *Doing case study research*. NY: Teachers College Press.
- Heath, S.B., & Street, B. (2008). *Ethnography*. NY: Teachers College Press.
- Hesse-Biber, S. N., & Leavy, P., Eds. (2004). *Approaches to qualitative research*. NY: Oxford University Press.
- Kamberelis, G., Dimitriadis, G. (2004). *On qualitative inquiry: Approaches to language and literacy research*. NY: Teachers College Press.
- Kamil, M., Mosenthal, P., Pearson, P. D., & Barr, R. (2002). *Methods of literacy research*. Mahwah, NJ: Lawrence Erlbaum.
- LeCompte, M, Millroy, W., & Preissle, J. (1991) *The handbook of qualitative research in education*. San Diego, Academic Press.
- LeCompte, M., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). San Diego: Academic Press.
- Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading analysis, and interpretation*. London, Sage.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Linde, C. (1993). *Life Stories: The creation of coherence*. NY: Oxford University.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Paul, J. (2005). *Introduction to the philosophies of research and criticism in education and the social sciences*. Upper Saddle River, NJ: Pearson.
- Schram, T. H. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education in the social sciences*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). NY: Teachers College Press.
- Spradley, J. P. (1980). *Participant Observation*. NY: Harcourt Brace Jovanovich College.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage.
- Wetherall, C., & Noddings, N., Eds. (1991). *Stories lives tell: Narrative and dialog in education*. NY: Teachers College Press.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). London: Sage.