

SYLLABUS:

1. Required Course Readings:

-Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice*, 3rd ed. London: Routledge

-A packet of readings available on the first day of class

2. Tentative Course Schedule

Week	Dates	Topic	Assignments
1-2		Class introduction; What is qualitative research?	Hammersley & Atkinson (H&A), chs. 1 & 2; Reading 1 (R1); R2; R3
3-4		Observing; Ethics	R4; R5, pp. 1-5; R6; R7; H&A, ch. 10 Write: Assignment 1
5-6		History & philosophy of qualitative research	R8; R5, pp. 6-12; R9; R10
7-8		Interviewing	H&A, ch. 5; R11; R12 Write: Assignment 2
9-10		Note-taking & record-keeping	R13; H&A, ch. 7; R14
11-12		Data analysis	H&A ch. 8; R15; R16; R17 Write: Assignment 3
13-15		Final presentations	R5, pp. 13-19; R18; R19; R20

3. Readings (from Reading Packet)

Reading 1 (R1): Rapport, N., & Overing, J. (2000). Thick description. In N. Rapport & J. Overing, *Social and cultural anthropology: (The) key concepts*. (pp. 349-352). London: Routledge.

R2: Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. Ch. 1 of *The interpretation of cultures*. (pp. 3-30). New York: Basic Books.

R3: Ramanathan, V., & Atkinson, D. (1999). Ethnographic approaches and methods in L2 writing research: A critical guide and review. *Applied Linguistics*, 20, 44-70.

R4: Spradley, J. P. (1980). Doing participant observation. In *Participant observation* (pp. 53-84). Fort Worth, TX: Harcourt Brace Jovanovich.

R5: Atkinson, D. (NDA). Case materials: Procedural fieldnotes, '01. (Unpublished procedural fieldnotes for Summer 2001 research project, Chennai, India).

- R6:** American Anthropological Association. (1998). Code of Ethics of the American Anthropological Association. At: <http://www.aaanet.org/committees/ethics/ethcode.htm>
- R7:** Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). In the field. Ch. 2 of *Writing ethnographic fieldnotes*. (pp. 17-38). Chicago, IL: University of Chicago.
- R8:** Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (Ed.), *Handbook of research on teaching*, 3rd. ed. (pp. 119-161). New York: Macmillan.
- R9:** Atkinson, D. (NDb). Does qualitative methods amount to doing qualitative research in TESOL? (Unpublished ms.).
- R10:** Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29, 9-31.
- R11:** Spradley, J. P. (1979). Interviewing an informant & Asking descriptive questions. In *The ethnographic interview* (pp. 55-68 & pp. 78-91). Fort Worth, TX: Harcourt Brace Jovanovich.
- R12:** Morita, N. (2000). Discourse socialization through oral classroom activities in a TESL graduate program. *TESOL Quarterly*, 34, 279-310.
- R13:** Atkinson, D. (2003). Language socialization and dys-socialization in a South Indian college. In R. Bayley & S. R. Schecter (Eds.), *Language socialization in bilingual and multilingual societies* (pp. 147-162). Clevedon, England: Multilingual Matters
- R14:** Mishler, E. (1990). Validation in inquiry-guided research: The role of exemplars in narrative studies. *Harvard Educational Review*, 60, 415-442.
- R15:** Miles, M. B., & Huberman, A. M. (1994). Early steps in analysis. Ch. 4 of *Qualitative data analysis: An expanded sourcebook*, 2nd ed. (pp. 50-89). Thousand Oaks, CA: Sage.
- R16:** Geertz, C. (1973). Deep play: Notes on the Balinese cockfight. In C. Geertz, *The interpretation of cultures* (pp. 412-454). New York, NY: Bantam Books.
- R17:** Cho, S. (2004). Challenges of entering discourse communities through publishing in English: Perspectives of nonnative-speaking doctoral students in the United States of America. *Journal of Language, Identity, and Education*, 3, 47-72.
- R18:** Harklau, L. (1999). Representing culture in the ESL writing classroom. In E. Hinkel (ed.), *Culture in second language teaching and learning* (pp. 109-130). Cambridge, England: Cambridge University Press.
- R19:** Van Lier, L. (1990). Ethnography: Bandid, bandwagon, or contraband? In C. Brumfit & R Mitchell (Eds.), *Research in the language classroom* [British Council ELT Documents 133] (pp. 33-53). London: Modern English Publications (for the British Council).
- R20:** Atkinson, D. (2005). Situated qualitative research and second language writing. In P. Matsuda & T. Silva (eds.), *Second Language Writing Research: Perspectives on the process of knowledge construction* (pp. 49-64). Mahwah, NJ: Erlbaum.

4. Written Assignments: The three written assignments are designed to: (1) give you hands-on experience using various qualitative research tools and strategies, the results of which (2) you can then write up and reflect on in the written assignments themselves, in subsequent group discussion, and in your final presentation. The three assignments are all linked--they should focus on the same social scene, as specified below.

The overall task given for your assignments is the following: Find a scene involving social behavior which you have not studied previously, which you have ready access to, but in which you are not a central "insider"/participant. Obvious examples might include: various kinds of social behavior in shops, restaurants, libraries, common areas like cafeterias, sports centers/sports clubs, community centers, places of worship. But don't feel the need to be limited by this list: Use your imagination! Since most of your doctoral programs focus on language use, a social scene in which language is plentiful is recommended.

Regarding this social scene:

-For assignment 1: Following conventional qualitative research practice, systematically observe the social scene you have chosen and write an account of these observations.

-For assignment 2: Following conventional qualitative research practice, conduct focused interviews of a small number of participants in this social scene (e.g., 3 interviews of 20 minutes each), record and transcribe these interviews, and write a brief reflection on this activity.

-For assignment 3: Following conventional qualitative research practice, analyze the data you collected in the first two assignments and write an account of your findings in this regard.

Notes: 1) Although there are no formal length requirements for these assignments, please keep in mind that evaluators of academic writing generally seek evidence of depth of engagement with the assigned/chosen topic. For most academic writers, demonstrating such engagement usually takes more than a minimal number of pages; 2) As in all your academic writing, the presentation of the final product should meet conventional standards of acceptability in the English-speaking academic community, since those are the standards by which you are primarily judged in this community, both in and beyond Purdue. APA style is the most widely accepted standard in language-related fields: See *Publication Manual of the American Psychological Association*, 5th ed. for details, and http://owl.english.purdue.edu/handouts/research/r_apa.html for an online summary of APA guidelines.

5. Attendance and participation: As a doctoral student, you are expected to attend and actively participate in all classroom meetings and activities for the full class period. Failure to meet these expectations without proper justification will be reflected in the course participation segment of your course grade. Please talk to me immediately if you believe that extenuating circumstances prevent you from meeting these requirements.

6. Cell Phones and Computers: Please turn your cellphones off before entering the classroom. Please refrain from using your computer during class.

7. Assessment

-3 written assignments

75% (25% x 3)

-course participation, attendance, & final presentation

25% (8.3% x 3)