SYLLABUS:

1. Required Course Readings:
   - A packet of readings available on the first day of class

2. Tentative Course Schedule

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


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 (Unpublished ms.).


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](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)