Matching
Office of the Registrar
FORM 406 REV. 7/08

PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION,
OR REVISION OF A GRADUATE COURSE
(50000-60000 LEVEL)

DEPARTMENT Communication EFFECTIVE SESSION Spring/Fall, 2011

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

☐ 1. New course with supporting documents (complete proposal form)
☐ 2. Add existing course offered at another campus
☐ 3. Expiration of a course
☐ 4. Change in course number
☐ 5. Change in course title
☐ 6. Change in course credit/type
☐ 7. Change in course attributes
☐ 8. Change in instructional hours
☐ 9. Change in course description
☐ 10. Change in course requisites
☐ 11. Change in semesters offered
☐ 12. Transfer from one department to another

PROPOSED:

Subject Abbreviation
Course Number
Long Title: Introduction to Qualitative Research Methods
Short Title

EXISTING:

Subject Abbreviation: COM
Course Number: COM 585

TERMS OFFERED

Check All That Apply:
☐ Summer ☑ Fall ☑ Spring

CAMPUS(ES) INVOLVED

☐ Calumet ☐ Cont Ed ☐ N. Central
☐ Ft. Wayne ☑ Tech Statewide
☐ Indianapolis ☑ W. Lafayette

Abbreviated title will be entered by the Office of the Registrar if omitted. (30 CHARACTERS ONLY)

CREDIT TYPE

1. Fixed Credit: Cr. Hrs.
☐ 2. Variable Credit Range:
☐ Minimum Cr. Hrs. (Check One) To
☐ Maximum Cr. Hrs.
3. Equivalent Credit: Yes ☑ No ☐
4. Thesis Credit: Yes ☑ No ☐

SCHEDULE Type

Lecture
Recitation
Presentation
Laboratory
Lab Prep
Studio
Distance
Clinic
Experiential
Research
Ind. Study
Prac/Observ

1. Pass/No Pass Only
2. Satisfactory/Unsatisfactory Only
3. Repeatable
4. Maximum Repeatable Credit:
5. Credit by Examination
6. Special Fees
7. Registration Approval Type
   ☐ Instructor
8. Variable Title
9. Honors
10. Full Time Privilege
11. Off Campus Experience

COURSE ATTRIBUTES: Check All That Apply

Cross-Listed Courses

COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):

An introduction to qualitative research methods in communication studies. Provides students with an overview of several techniques for, and issues in, gathering, analyzing, writing-up, and using qualitative data. Permission of department required. Typically offered Spring. 3.000 Credit Hours.

Calumet Department Head Date
Calumet School Dean Date

Ft. Wayne Department Head Date
Ft. Wayne School Dean Date

Indianapolis Department Head Date
Indianapolis School Dean Date

North Central Department Head Date
North Central Chancellor Date

West Lafayette Department Head Date
West Lafayette College/School Dean Date

Graduate Area Committee Convener Date
Graduate Dean Date

Undergrad Curriculum Committee Date
Graduate Council Secretary Date

OFFICE OF THE REGISTRAR

A&SSCI#09-21
Supporting Document for a New Graduate Course

To: Purdue University Graduate Council
From: Faculty Member: Wei Luo
Department: Communication
Campus: IPFW
Date: 09/21/2009
Subject: Proposal for New Graduate Course-Documentation Required by the Graduate Council to Accompany Registrar’s Form 40G

Contact for information if questions arise:
Name: Wei Luo
Phone Number: (260) 481-5793
E-mail: luow@ipfw.edu
Campus Address: Neff 230G, IPFW

Course Subject Abbreviation and Number: COM 585
Course Title: Introduction to Qualitative Research Methods

A. Justification for the Course:

- Provide a complete and detailed explanation of the need for the course (e.g., in the preparation of students, in providing new knowledge/training in one or more topics, in meeting degree requirements, etc.), how the course contributes to existing fields of study and/or areas of specialization, and how the course relates to other graduate courses offered by the department, other departments, or interdisciplinary programs.

- Justify the level of the proposed graduate course (50000- or 60000-level) including statements on, but not limited to: (1) the target audience, including the anticipated number of undergraduate and graduate students who will enroll in the course; and (2) the rigor of the course.

B. Learning Outcomes and Method of Evaluation or Assessment:

- Describe the course objectives and student learning outcomes that address the objectives (i.e., knowledge, communication, critical thinking, ethical research, etc.).

- Describe the methods of evaluation or assessment of student learning outcomes. (Include evidence for both direct and indirect methods.)

- Grading criteria (select from dropdown box); include a statement describing the criteria that will be used to assess students and how the final grade will be determined.

Criteria: Papers and Projects
• Identify the method(s) of instruction (select from dropdown box) and describe how the methods promote the likely success of the desired student learning outcomes.

**Method of Instruction** [Lecture]

C. Prerequisite(s):

• List prerequisite courses by subject abbreviation, number, and title.

• List other prerequisites and/or experiences/background required. If no prerequisites are indicated, provide an explanation for their absence.

D. Course Instructor(s):

• Provide the name, rank, and department/program affiliation of the instructor(s).

• Is the instructor currently a member of the Graduate Faculty? **X** Yes   _No  
  (If the answer is no, indicate when it is expected that a request will be submitted.)

E. Course Outline:

• Provide an outline of topics to be covered and indicate the relative amount of time or emphasis devoted to each topic. If laboratory or field experiences are used to supplement a lecture course, explain the value of the experience(s) to enhance the quality of the course and student learning. For special topics courses, include a sample outline of a course that would be offered under the proposed course.

F. Reading List (including course text):

• A primary reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.

• A secondary reading list or bibliography should include material students may use as background information.

G. Library Resources

• Describe the library resources that are currently available or the resources needed to support this proposed course.

H. Example of a Course Syllabus  (While not a necessary component of this supporting document, an example of a course syllabus is available, for information, by clicking on the link below, which goes to the Graduate School's Policies and Procedures Manual for Administering Graduate Student Programs. See Appendix K.)


(Revised and Approved by the Graduate Council 2/08)
A. Justification for the Course

Rationale for the proposal:

I (Dr. Wei Luo) propose that this course be a regular part of our current course offerings on IPFW campus. My proposal is based upon a careful reading of our graduate program’s curriculum as well as the positive feedback of my qualitative research methods class (currently taught as a special topic course).

This course will help graduate students who have entered the field of communication to gain a comprehensive view of qualitative inquiry within communication contexts. More specifically, this course not only examines many of the theoretical issues important to the study of qualitative research methods but also equips students with pragmatic tools essential to their academic success. I believe that such an introductory course to qualitative research methods fits well into the current graduate communication curriculum for three main reasons. First, in addition to introducing the qualitative research methods, the course details the paradigm shifts in communication studies, explicates the major communication theories widely used in communication research and thus sheds light on the epistemological, ontological, and axiological issues that underpin the field of communication. Embedding the qualitative methods within the field’s theoretical traditions, this course is especially valuable to the entry-level graduate students of communication. Such a combination of theories and methods in the curriculum will greatly aid the students’ initial investigation into the field and provide them a chance to explore their own research interests in terms of subject matters, theories and methods. Second, with detailed introduction to each qualitative method and technique and specific research examples, this course can serve as a site where students witness the dynamics of communication research and accordingly conduct their own tentative research on social and cultural phenomena through applications of the methods they are learning and acquiring. Furthermore, as my current students point out, the practices of qualitative research procedures such as interviewing, focus group discussion, and participant observation help them gain communication experiences and skills valuable to both academic and corporate careers they will seek in near future. Finally, this course will supplement our program’s curriculum. A survey of our graduate course offerings in the past and upcoming semesters indicates that we regularly offer two research method courses (COM 582 Descriptive/Experimental Research in Communication, and COM 584 Historical/Critical Research in Communication). COM 582 mainly focuses on quantitative research methods whereas COM 584 emphasizes historical and critical textual analyses. Adding an empirical qualitative element to our research methods courses can balance out our curriculum and diversify our approaches to teaching and learning. More importantly, adding this research course can expand students’ research horizon and facilitate their synthesis paper project, one of their graduation requirements.
Level of the proposed course:

Due to the depth and breadth of this course in its incorporation with communication theory and qualitative inquiry, I propose this course to be a 500 level one. The rigor of the course is reflected upon the course requirements and assignments. The students are expected to be critical readers of qualitative studies published in communication journals. They are also required to complete a research portfolio, detailing their research procedures, data analysis and findings. The target audience will be communication graduate students. Graduate students from other disciplines (humanities and social sciences in particular) such as anthropology, sociology, psychology, history and education are invited to take this course as well. I anticipate the number of the enrollment will be approximately 15 graduate students.

B. Learning Outcomes and Method of Evaluation or Assessment:

Course objectives:

This course entails the following specific objectives: (1) to examine the philosophical assumptions, theoretical traditions and epistemology of qualitative methods in the field of communication; (2) to understand various approaches to qualitative inquiry, particularly entailing narrative research, phenomenological research, grounded theory research, ethnographic research, and case study research; (3) to critique written qualitative research in communication journals and identify ways to improve them; (4) to develop skills and techniques to design a qualitative research project, which includes the process of getting IRB approval, collecting and analyzing qualitative data, and writing up qualitative findings.

Methods of evaluation and grading criteria:

The evaluation of learning outcomes will be based upon the students’ class attendance, participation and research assignments. Specifically, a total of 500 points will be distributed among the following assignments expected to be accomplished over the semester: 1) attendance and participation (80 points); 2) essay questions on research processes (100 points); 3) individual reading report (50 points); 4) small team reading report (50 points); 5) research project proposal (100 points); 6) final research paper (100 points); and 7) final paper presentation (20 points). As shown above, I grade on a point system and the final grade will be determined by the students’ total accumulation of points for every assignment.

Methods of instruction:

This course will adopt an interactive lecture style, which encourages students to take an active part in their experiential learning. In other words, the course will be organized around discussions of course materials and a series of classroom activities.
including individual and group reading presentations, research paper presentations and paper peer reviews. Because the course helps students apply communication theory and qualitative research methods, lecture instructions that effectively integrate hands-on training will facilitate students’ achievement of course objectives.

C. Prerequisite(s)

**Prerequisite: COM 300 Introduction to Communication Research Methods**

**Other experiences and background required:** the course requires non-communication graduate students to have previously taken courses in either social sciences or humanities disciplines.

D. Course Instructor(s)

Dr. Wei Luo, Assistant Professor, Department of Communication
Dr. Dacia Charlesworth, Associate Professor, Department of Communication
Dr. Irwin Mallin, Associate Professor, Department of Communication

All these instructors are currently members to the Graduate Faculty.

E. Course Outline

**Weeks**

1) Course Overview (1 class period)
2) Communication Studies & Qualitative Research (1 class period)
3) Theoretical Traditions (1 class period)
4) Designing a Qualitative Study—General Guideline (1 class period)
5) Design I: Planning (1 class period)
6) Design I: IRB—Ethics and Values (1 class period)
7) Design II: Getting Started—Contacting the Scene and Sampling (2 class periods)
8) Searching Among Communication Journals (guest lecture by a librarian) (1 class period)
9) Literature Review (1 class period)
10) Individual Report (2 class periods)
11) Observing, Learning and Reporting (1 class period)
12) Asking, Listening and Telling (1 class period)
13) Five Qualitative Approaches to Inquiry—General Introduction (1 class period)
14) Research Examples: A Narrative Study & A Phenomenological Study (1 class period)
15) Research Examples: A Grounded Theory Study & A Ethnography (1 class period)
16) Research Examples: A Case Study (1 class period)
17) Research Proposal—Basic Elements of Writing a Research Proposal (1 class period)
18) Research Consultation (1 class period)
19) Peer Reviews of Research Proposal (1 class period)
20) Data Analysis and Interpretation (2 class periods)
21) Qualitative Research and Computer-Mediated Communication (1 class period)
22) Writing a Qualitative Study (1 class period)
23) Standards of Validation and Evaluation (1 class period)
24) Conclusion of a Qualitative Study (1 class period)
25) Final Research Paper Presentation (2 or 3 class periods)

F. Reading List (including course text)

Primary Reading List:


Secondary Reading List

Communication journal articles will be selected and presented by students themselves under the guidance of a librarian. Here is a list of scholarly journals that regularly feature qualitative studies: Communication Theory; Critical Studies of Media Communication; Howard Journal of Communication; Journal of Communication Inquiry; Media, Culture & Society; New Media and Society; Research on Language and Social Interaction; Studies in Visual Communication; Studies in Visual Communication; Text and Performance Quarterly; Written Communication; International Journal of Cultural Studies. Students are required to browse through at least one of the journals to select and discuss articles in specific subfields of communication that interest them most.

G. Library Resources

No special library resources will be requested for this course. However, this course will ask for the support of a librarian who will be invited as a guest speaker to instruct students how to search journal articles and use basic library tools including electronic journal databases and document delivery services (when necessary) to conduct qualitative research projects.
Sample Syllabus

Introduction to Qualitative Research Methods

Instructor: Dr. Wei Luo
Office: Neff 230 G
Phone: (260) 481-5793
Office Hours: Monday & Wednesday 1:00-2:00 pm. (happily by appointment)
Email: luow@ipfw.edu

Required Texts:


Course Description and Objectives

This course aims to help both undergraduate and graduate students who have entered the field of communication to gain a relatively comprehensive view of qualitative inquiry within communication contexts. More specifically, this course not only examines theoretical issues important to the study of qualitative research methods, but also equips the new scholars of communication with pragmatic tools essential to their academic training. This course entails the following specific objectives: (1) to examine the philosophical assumptions, theoretical traditions and epistemology of qualitative methods in the field of communication; (2) to understand various approaches to qualitative inquiry, particularly entailing narrative research, phenomenological research, grounded theory research, ethnographic research, and case study research; (3) to critique written qualitative research in communication journals and identify ways to improve them; (4) to develop skills and techniques to design a qualitative research project, which includes the process of getting IRB approval, collecting and analyzing qualitative data, and writing up qualitative findings. The course will be more of interactive workshop style than lecture style. Therefore, hands-on training will be emphasized.

Course Policies and Expectations:

1. Our learning environment:

We will maintain our classroom as a safe and productive place to learn. Each one of us will need to be conscious of our role in providing a place where every class member,
given all our differences, will feel comfortable participating and contributing to class discussions and activities.

2. **Attendance is mandatory.**

This course is organized around a series of classroom activities and discussions of the course materials. Therefore, the success of the course depends on your active participation in class dialogues and experiential learning from your peers. You will not be able to acquire course content by doing the reading alone or reviewing others' class notes. Due to the specific nature of this course, your presence is expected. To be flexible about any emergency or accidental occurrence, however, you are allowed to miss up to 3 classes if you come up with appropriate explanations of the situation causing your absence. Each additional absence will lower your overall grade by 5 point (each time). **An accumulation of 10 absences will result in a failing grade for this class.**

Furthermore, attendance is more than just showing up—you have to be present mentally as well as physically. You wouldn’t read irrelevant materials or engage in irrelevant conversations in class. And please make sure to turn off your cell phones, pagers, and all other potentially disruptive electronic devices before entering the classroom. Promptness is greatly appreciated. Every two late arrivals (i.e., more than 15 minutes into the class) or two early departures (more than 15 minutes before the class is over) will constitute one absence.

3. **Due dates and presentation dates are firm.**

All work is to be completed by the dates given in the syllabus or on the dates we have agreed upon as a class. Written assignments are **due by the end of the class on the due dates.** Assignments submitted after due dates will be given credit only for good reasons, but docked a grade for each day it is late. **Failure to complete all graded assignments will result in a substantially-lower course grade and may result in a failing grade for the course.**

4. **Basic requirement for readings:**

This course requires extensive and intensive readings. You are expected to read the assigned materials before class and prepare for contributing to class discussions. You need to dedicate a sufficient amount of time outside of class to reading your materials carefully and critically.

5. **Basic requirement for presentations and written assignments:**

Presentations and papers will be scheduled in advance. It is your responsibility to plan your work and personal schedule to accommodate these deadlines and policies. All written assignments must be typed, double-spaced, and follow APA style guidelines. Handwritten assignments (except for in-class exercises) will not be accepted. Emailed assignments will not be accepted unless emergency occurs. In line with the University
policy, academy honesty is expected of all students. Plagiarism will result in a failing grade in this class.

You can learn more about APA at: http://owl.english.purdue.edu/owl/resource/560/01

6. Monitor our course syllabus:

The syllabus serves as the basic guidelines for each week’s readings, activities and assignments. It is important that you monitor the syllabus over the semester and prepare for each due date.

Campus Services:

1. In making the transition from novice to experienced college student, the Center for Academic Support and Advancement (CASA) can make the critical difference. CASA offers study-skills assistance, free tutoring, supplemental instruction, and free computer-technology courses (STEPS). The center is also the advising unit for students studying English as a Second Language.

2. Services for Students With Disabilities (SSD) coordinates IPFW’s programming for people with disabilities, as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1973 and the Americans with Disabilities Act of 1990. If you have or acquire a disability that affects your participation as a student at IPFW, you are eligible for specialized academic support services and other assistance from SSD.

3. Academic Counseling and Career Services can answer questions about how the University experience will enhance your life and future career. They also offer resume assistance, assistance with interviewing and job application, and advice on networking, professional attire, and business etiquette.

4. The Writing Center offers free one-on-one conferences. Writing consultants will talk with you about your writing for any class at any point in the writing process—understanding assignments, brainstorming and planning, revising and polishing final drafts. Consultants help you focus, organize, develop, and analyze your thoughts. They will help you learn how to edit and proofread your own papers.

Specific Assignments and Grading:

The whole semester’s assignments constitute a research portfolio that specifically entails the following:

1. **Mini-Exercises on Research Processes** (20 points each; 100 points total)
Over the semester, there will be 5 sets of mini-exercises that you will prepare before class and use for actual class discussion. Details of these exercises can be found in our texts (refer to our course schedule for specific pages). These assignments intend to familiarize you with some important issues concerning qualitative research processes. Although the instructor will not provide written evaluations on these assignments, you’re encouraged to discuss any questions and/or confusions with both your instructor and peers. You will need to include all these exercises into your research portfolio.

2. Reading Reports (50 points each; 100 points total)

To help the class better understand our course contents and facilitate our class discussions, you will be assigned two reading reports. The first will be a small team (consisting of two to three members) reading report on one of the exemplary studies in the appendices of Creswell’s book. The small team will lead a 30 minutes discussion on the assigned article. Be prepared to summarize the main issues/arguments, discuss the research method adopted by the author(s), points out strengths and limitations of the study and pose additional questions. The team will be expected to turn in a detailed (incorporating the main points and some of the examples) written outline of the article (discussion: 40 points; outline: 10 points)

The second reading report will be an individual report on a journal article of your own choice. This assignment aims to help you to prepare for the literature review of your own research project. You will be guided to search among communication journals to prepare for your own research. You’re encouraged to select one article that interests you most and is the most relevant to your own project. You will be expected to think through the following questions: 1) Why did you choose to report this article? 2) What are the main issues the researcher has investigated? 3) How did the research collect his/her data? 4) What are the strengths of his/her analyses? 5) What are the limitations of this particular study? Be prepared to discuss the above questions in a 15 minutes presentation. The written report will be 2-3 pages (double spaced) in length. Please also note that you’ll be required to post the article you select on the Blackboard at least one day in advance so that the whole class can read the article before your presentation (article posting: 5 points; discussion: 25 points; written report: 20 points).

3. Project Proposal (100 points)

This assignment will require you to design a qualitative study within the subfields of Communication Studies (Interpersonal Communication, Language and Social Interaction, Organizational Communication, Intercultural Communication, Media and Cultural Studies, and so on. Review Lindlof & Taylor, pp19-29 for detailed definitions and examples. ). As we focus on discussing narrative, phenomenological, grounded theory, ethnographic, and case study approaches over the semester, you are expected to select one approach among these five qualitative approaches as your research method. This proposal will be 5 pages (double spaced) in length. In this proposal, you will need to specifically address the following:

1) What is the issue/problem/phenomenon you plan to investigate?
2) What makes this issue important?
3) What are the main claims of previous studies concerning this issue (literature review)?
   Any gaps left out by these previous studies?
4) What are your research questions?
4) What research method do you adopt?
5) How do you collect your data (that is, how do you plan to secure the site and/or recruit participants)?
6) How do you plan to analyze your data?

Please note: If your study involves human subjects and you wish to submit your study for publication or present it in a conference, you must gain permission for your study from the university Institutional Review Board (IRB). It is up to you to submit your own IRB proposal. Please see me if you are unsure whether you will need to apply for IRB approval.

4. Final Project (100 points) and Class Presentation (20 points)

The culminating requirement for this course is a 10-15 paged paper based upon your qualitative study. This requirement asks you to build upon, integrate, and enhance our course assignments to produce a coherent essay. This essay is also an extension of your previous research proposal by including your analyses, findings, and discussion of limitations. Here is the suggested outline for your paper:

- Introduction
- Literature Review
- Theory
- Method for Data Collection and Analysis (including participant and/or site selection, research questions)
- Analysis
- Discussion and Conclusion
- Discussion of Limitation and Future Research
- References
- Appendix (if any)

You will be given 10-15 minutes (no more than 15 minutes) to present your research paper in class so that you will show all your hard work, and demonstrate not only your understanding but also your application of qualitative inquiry.

5. Attendance and Participation (80 points)

As previously stated, this course policy requires you to be present in class. You will be able to earn a total of 80 point by taking an active part in all the individual and team activities and class discussions. Importantly, you will be given opportunities in class to give feedback to your classmates’ work as a way to learn from one another. You would miss out such great ways to learn if you were absent. Please note that you are allowed to miss up to 3 classes if you come up with appropriate explanations of the situation causing
your absence. Each additional absence will lower your overall grade by 5 point (each
time). An accumulation of 10 absences will result in a failing grade for this class.

Grading Scale: A total of 500 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>468-500 points</td>
</tr>
<tr>
<td>A-</td>
<td>448-467 points</td>
</tr>
<tr>
<td>B+</td>
<td>433-447 points</td>
</tr>
<tr>
<td>B</td>
<td>413-432 points</td>
</tr>
<tr>
<td>B-</td>
<td>398-412 points</td>
</tr>
<tr>
<td>C</td>
<td>363-382 points</td>
</tr>
<tr>
<td>C+</td>
<td>383-397 points</td>
</tr>
<tr>
<td>C-</td>
<td>348-362 points</td>
</tr>
<tr>
<td>D+</td>
<td>333-347 points</td>
</tr>
<tr>
<td>D</td>
<td>313-332 points</td>
</tr>
<tr>
<td>D-</td>
<td>298-312 points</td>
</tr>
<tr>
<td>E</td>
<td>297 points and below</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>M, 8/24</td>
<td>Syllabus &amp; Course Overview</td>
</tr>
<tr>
<td>W, 8/26</td>
<td>Introduction</td>
</tr>
<tr>
<td>M, 8/31</td>
<td>Communication Studies &amp; Qualitative Research</td>
</tr>
<tr>
<td>W, 9/2</td>
<td>Theoretical Traditions</td>
</tr>
<tr>
<td>M, 9/7</td>
<td>Labor Day</td>
</tr>
<tr>
<td>W, 9/9</td>
<td>Designing a Qualitative Study—General Guideline</td>
</tr>
<tr>
<td>M, 9/14</td>
<td>Design I: Planning IRB: Ethics and Values</td>
</tr>
<tr>
<td>W, 9/16</td>
<td>Design I: Planning (Exercise)</td>
</tr>
<tr>
<td>M, 9/21</td>
<td>Design II: Getting Started</td>
</tr>
<tr>
<td>W, 9/23</td>
<td>Design II: Getting Started (Exercise)</td>
</tr>
<tr>
<td>M, 9/28</td>
<td>Searching Among Communication Journals</td>
</tr>
<tr>
<td>W, 9/30</td>
<td>Library Day (for Literature Review)</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Article Posting</strong></td>
</tr>
<tr>
<td>M, 10/5</td>
<td>Individual Reading Report</td>
</tr>
<tr>
<td>W, 10/7</td>
<td>Individual Reading Report</td>
</tr>
<tr>
<td>M, 10/12</td>
<td>Fall Break</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>W, 10/14</td>
<td>Observing, Learning and Reporting</td>
</tr>
<tr>
<td>M, 10/19</td>
<td>Asking, Listening and Telling</td>
</tr>
<tr>
<td>W, 10/21</td>
<td>Five Qualitative Approaches to Inquiry</td>
</tr>
<tr>
<td>M, 10/26</td>
<td>A Narrative Research Study &amp; A Phenomenological Study</td>
</tr>
<tr>
<td>W, 10/28</td>
<td>A Grounded Theory Study &amp; A Ethnography</td>
</tr>
<tr>
<td>M, 11/2</td>
<td>A Case Study; Data Collection (Review)</td>
</tr>
<tr>
<td>W, 11/4</td>
<td>Research Proposal</td>
</tr>
<tr>
<td>M, 11/9</td>
<td>Consultation</td>
</tr>
<tr>
<td>W, 11/11</td>
<td>Peer Reviews</td>
</tr>
<tr>
<td>M, 11/16</td>
<td>Data Analysis and Interpretation</td>
</tr>
<tr>
<td>W, 11/18</td>
<td>Data Analysis and Interpretation (Exercise &amp; Review)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>M, 11/23</td>
<td>Qualitative Research and Computer-Mediated Communication</td>
</tr>
<tr>
<td>W, 11/25</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>M, 11/30</td>
<td>Writing a Qualitative Study</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>W, 12/2</td>
<td>Standards of Validation and Evaluation</td>
</tr>
<tr>
<td>M, 12/7</td>
<td>Conclusion of a Qualitative Study</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>W, 12/9</td>
<td>Final Paper Presentation</td>
</tr>
<tr>
<td>M, 12/14</td>
<td>Final Paper Presentation</td>
</tr>
</tbody>
</table>

Final paper and research portfolio will be due on the scheduled exam time: Wednesday, December 16, by 6 p.m.