
SOCIOLOGY 110: QUALITATIVE RESEARCH IN EDUCATIONAL SETTINGS

COURSE INFORMATION: FALL 2023

Class Days: Mondays

Class Times: 5:00pmpm-7:50 pm

Class Location: SSB 101

Instructor: Charlene Holkenbrink-Monk, Ph.D.

Email: ceholkenbrinkmonk@ucsd.edu

Office Hours Times by appointment

Office Hours Location: Zoom

COURSE OVERVIEW

Course Description:

Basic understanding of participant observation, interviewing, and other ethnographic research techniques through field experiences in school and community settings sponsored by CREATE. Students will learn to take field notes, write up interviews, and compose interpretive essays based on their field experiences. **Prerequisites:** SOCI 60 and upper-division standing. Will not receive credit for SOCI 110 and SOCA 110A.

Course Overview:

This course is designed to prepare UCSD students to understand the foundations of qualitative research, apply it to the educational setting, and be prepared to develop their own qualitative research designs. Furthermore, we will examine methods of qualitative research that challenge typical narratives around research and understand different qualitative methodologies, including visual qualitative research and participatory action research approaches. By discussing research ethics and theory, members of the class will be equipped to conduct qualitative research and critically write about findings. Special emphasis will be on educational transformation.

Student Learning Outcomes:

In this course, students should be able to do the following, assessed through a variety of methods.

1. Understand the foundations of qualitative research methods and their role in the educational environment and apply them in their own research designs
2. Articulate the applicability of and demonstrate ability to use a range of qualitative research strategies as they relate to particular research questions, theoretical orientations, and social contexts.
3. Critically engage with data by collecting qualitative data, analyzing it, and writing about it in an accessible and academic manner
4. Apply sociological theory, concepts, and imagination to qualitative data and analysis

ADDITIONAL COURSE POLICIES

Attendance. All students are expected to attend (on time) every class. Please discuss with me ahead of time if you plan on being late or absent. Please do not plan on surfing the net, texting, and/or checking e-mails on your laptop, smart phones or any other electronic device(s) when you come to class.

Dropping the course. It is your responsibility to drop any class that you are no longer attending. You are subject to a letter grade once you remain enrolled beyond the withdrawal deadline.

Electronics. Please ensure your cell phones are on vibrate during class. Laptops are allowed for class notes and engagement.

Changes to the Syllabus. I reserve the right to make changes to this syllabus, ranging from the readings to the organization of the material with notice. I will announce this in class should any changes occur.

COURSE MATERIALS

Materials will be posted to Canvas. Additional readings and materials will be listed online.

COURSE STRUCTURE AND REQUIREMENTS

- Readings and materials: All students are expected to complete the required readings outlined in the Topics/Assignments section before lecture. Additional readings will be posted online.
- You will also need access to an electronic device for video viewing and writing outside of class.

ASSESSMENTS

Please note that the majority of these assignments culminate into a final qualitative research study paper. These may seem like a lot, but everything builds onto each other and prepares you for success for the final paper.

RESEARCH QUESTIONS AND PAPER OUTLINE @ 15 POINTS = 15 POINTS

You will have a final paper for this class based on your research questions. This will include your research questions as well as a general outline for your final paper. This should be 2-3 pages in APA format, not including potential sources or cover page.

LITERATURE REVIEW @ 25 POINTS = 25 POINTS

You will write a short literature review. This literature review will be directly related to your final paper, and the revised version will be included in your final paper. You will need to identify literature and theory that is related to your topic. While I will be providing examples, and you can use them in your paper, you will also be conducting our own search as well. This should be 2-3 pages. APA Format. You should have at least 8 sources.

RESEARCH DESIGN @ 15 POINTS = 15 POINTS

You will write a 1-page "proposal" so to speak that explains what your research approach will be. You will want to include at least two observations and two interviews. Your proposal should include qualitative language that justifies why you feel your particular site/location and interviewees will help you answer your interview questions. You can conduct more observations and interviews, but the minimum for both is two. You will include your interview guide/protocol as well.

FIELD NOTES @ 20 POINTS = 20 POINTS

Field notes are an important component to qualitative research. You will take detailed field notes. In your field notes, you should be detailing visuals, interactions, engagement, etc. This is solely observable interactions and facts, and does not necessarily include detailed analysis. We will discuss the importance of analytic memos.

INTERVIEW TRANSCRIPTS @ 25 POINTS = 25 POINTS

You will submit your interview transcripts for this. This will be a detailed account of your interviewing process and a transcription of your interview. This will require you to record your interviews, type them into a document format, and then submit them. You will anonymize the interviewees.

CODING @ 20 POINTS = 20 POINTS

You will be expected to turn in your field notes and transcripts, as noted previously. However, an important part of qualitative research is what we call coding. You will be expected to code your data in order to better understand the themes and concepts that are evident. This will be discussed in greater detail later in the course and you will be provided a variety of ways to code.

4 REFLECTIONS @ 15 POINTS = 60 POINTS

These reflections will be a combination of activities including refining research questions, reflecting on research methodologies, discussions in class, will serve as, what's called, analytic memos, and will be a place to get feedback on your findings. They will be useful for your final paper as well as analytic memos provide insight and feedback to yourself on your data around findings and final analysis. You will want to cite the materials accordingly.

METHODOLOGY @ 20 POINTS = 20 POINTS

Your methodology paper will be included in your final paper. This is a detailed breakdown of what you did - how many interviews, observations, where you conducted these, how long they took, etc. This gives validity to qualitative research. This ensures that you approached qualitative research from a rigorous approach.

FINAL PROJECT PAPER @ 100 POINTS

Your final project will be a culmination of all the work you have put together in the class. **This does not mean that you simply cut and paste everything you have done so far.** It is expected that you take the material you have completed and craft it into a research paper. This will require that you take feedback, including peer feedback, incorporate it, and rewrite some of the assignments you have completed thus far. This paper will be between 6-8 pages minimum, not including the title page. APA Format. You should have at least 8 sources for your literature, and then additional sources as it relates to your methodology section.

Please note that we do not have a final exam in this class, but this paper is due during the week of finals.

TOTAL POINTS = 300

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|-----------------|--------------------|
| o A : 93 – 100% | o C : 73 – 75% |
| o A- : 90 - 92% | o C -: 70 – 72% |
| o B+ : 86 – 89% | o D +: 66 – 69% |
| o B : 83 – 85% | o D : 63– 65% |
| o B- : 80 – 82% | o D -: 60 – 62% |
| o C+ : 76-79% | o F – 59 and below |

ACADEMIC HONESTY

It is important that students complete their own work and appropriately cite their sources. Plagiarism will not be accepted under any circumstances. This is academic dishonesty. If you copy other person's work, it will be considered as cheating.

Please be sure to submit your own work. I want your work to reflect who you are and what your understanding is. I also want your grades to reflect your work, so please do not plagiarize. You will receive a failing grade for the assignment or course.

More information can be found here, on the [UCDS Policy on Integrity of Scholarship](#).

STUDENTS WITH DISABILITIES

Students with disabilities, or disabled students (depending on how you prefer to identify) are eligible for appropriate accommodations and should be approved for services. You can find out more information with the [Office for Students with Disabilities](#).

In addition, if you had an IEP in your K-12 experience, or suspect you have a disability, but are not currently receiving disability services, you may be eligible. If you need assistance with this process, please contact me and we can work on it together.

WEEKLY COURSE OUTLINE

(A more detailed weekly course breakdown will be provided and outlined on Canvas). Please be sure to refer to Canvas for access to readings and materials.

Weeks	Topic(s)	Assignment and/or Activities
Week 1: Oct 2 - Oct 8	Introduction to the course	<ul style="list-style-type: none"> • The Sociological Imagination: In-Class Reading and Activity • Sociological Perspectives, Concepts, and its Connection to Education • Book Group • Introduction to qualitative research methodologies
Week 2: Oct 9 - Oct 15	Philosophical Foundation, Ethics, Theory, and Qualitative Research Design	<ul style="list-style-type: none"> • Lecture on: Ontology and Epistemology, Sociological Theory, and Research Ethics • In-Class Activity: Beginning Brainstorming Research Questions
Week 3: Oct 16 - Oct 22	Types of Qualitative Research and Research Design	<ul style="list-style-type: none"> • In-Class Activity: Revising Research Questions, Crafting a Problem Statement • Assignment Due: Research questions and outline - Oct 22

Weeks	Topic(s)	Assignment and/or Activities
Week 4: Oct 23 - Oct 29	Literature, Theory, Positionality, and Methodologies	<ul style="list-style-type: none"> ● Lecture: Writing a positionality, looking at education specific theories, and how to write a literature review ● Introducing different methodologies and how they're connected to our positionalities ● In-Class Activity: Beginning our annotated bibliography to prepare for the literature review ● Assignment: Reflection #1 (annotated bibliography) - Oct. 29
Week 5: Oct 30 - Nov 5	Collecting Data; Data through Interviews	<ul style="list-style-type: none"> ● Lecture on data collection methods ● In-Class Activity: Practice interview guide, and questions ● Assignment: Reflection #2 - interview guide - Nov. 5 ● Assignment: Research Design Proposal - Nov. 5
Week 6: Nov 6 - Nov 12	Collecting Data through Observations	<ul style="list-style-type: none"> ● Lecture: Observations and data collection ● In-Class Activity: Observations, data collection, and class discussion
Week 7: Nov 13 - Nov 19	Writing Memos and Coding Your Data	<ul style="list-style-type: none"> ● Lecture: How to write a memo in detail and code your data <ul style="list-style-type: none"> ○ Review how to write literature reviews ● In-Class Activity: Coding materials and exercise <ul style="list-style-type: none"> ○ Connection to theory, literature, big ideas ● Assignment: Literature Review - Nov. 19 ● Assignment: Reflection #3 (patterns in data and literature) - Nov. 19
Week 8; Nov 20 - Nov 26	Writing Your Methodology; Discussions and Conclusions	<ul style="list-style-type: none"> ● Lecture: Writing a methodology, discussion, and conclusion ● In-Class Activity: Discussion on process, questions, and recommendations ● Assignment: Transcripts - Nov. 26 ● Assignment: Field Notes - Nov. 26
Week 9: Nov 27 - Dec 2	Writing a Social Science Paper/Finalizing Your Project	<ul style="list-style-type: none"> ● Lecture: Piecing together a social science paper; finalizing the project; editing practice, skills, and question ● In-Class Activity: 1:1 conferences if needed ● Assignment: Coding - Dec. 2 ● Assignment: Methodology - Dec. 2

Weeks	Topic(s)	Assignment and/or Activities
Week 10: Dec 3 - Dec 8	Peer Review and Editing	<ul style="list-style-type: none"> ● In-Class Activity: Peer review, feedback, and conferences, required ● In-Class Activity: Presentation of findings (not formal) ● In-Class Activity: 1:1 conferences if needed ● Assignment: Reflection #4 - Dec. 8
Finals Week: Dec 9 - Dec 16	Final Paper Submission	Assignment: Final paper, December 16, 11:59pm