
SOCIOLOGY 110: QUALITATIVE RESEARCH IN EDUCATIONAL SETTINGS

COURSE INFORMATION: FALL 2024

Class Days: Tuesdays & Thursdays

Class Times: 12:30 pm-1:50 pm

Class Location: HSS 2154

Instructor: Dr. Charlene Holkenbrink-Monk

Email: ceholkenbrinkmonk@ucsd.edu

Office Hours Times by appointment

Office Hours Location: Zoom;

<https://ucsd.zoom.us/j/3126909018>

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 the 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.

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. Please use courtesy when engaging with electronics in class.

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 must complete the required readings outlined in the in Canvas before the lecture. Additional readings will be posted online.
- You will also need access to an electronic device for video viewing and writing outside class.

ASSESSMENTS

Please note that 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, POSITIONALITY, AND PAPER OUTLINE @ 20 POINTS = 20 POINTS

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

ANNOTATED BIBLIOGRAPHY @ 30 POINTS = 30 POINTS

You will write a short literature review in your final paper, but before you do, you will write an annotated bibliography. This annotated bibliography will be directly related to your final paper topic. You will need to identify literature and theory related to your topic. While I will provide examples, and you can use them in your paper, you will also conduct your own search. APA Format. You should have at least 6 sources.

RESEARCH TOOLS & RAW DATA @ 40 POINTS = 40 POINTS

You will need two forms of data: field notes and interview transcripts.

Field notes are an essential component of qualitative research. You will take detailed field notes. Your field notes should detail visuals, interactions, engagement, etc. These are observable interactions and facts and do not necessarily include detailed analysis. We will discuss the importance of analytic memos.

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 submit them. You will prevent any identifiers from being connected to 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.

FINAL RESEARCH 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 6 sources for your literature, and then additional sources as it relates to your methodology section from the course.

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 = 200

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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](#).

Statement on A.I.: A.I. can be an incredibly useful tool and I will show you how to use it in certain elements of work in class. However, it cannot substitute your own writing and reflections. Your work must be your own, and you will need to include a declaration of A.I. use and a statement on how you used it if you did use it in your work, which will be outlined in the assignment explanation.

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: September 26	Introduction to the course	<ul style="list-style-type: none"> • Syllabus Review • The Sociological Imagination
Week 2, October 1 & 3	Philosophical Foundation, Ethics, Theory, and Qualitative Research in Education	<ul style="list-style-type: none"> • Lecture topics: Ontology and Epistemology, Sociological Theory, and Research Ethics; Qualitative Research in Education overview • In-Class Activity: Beginning Brainstorming Research Topics
Week 3, October 8 & 10	Types of Qualitative Research and Research Design	<ul style="list-style-type: none"> • Lecture topics: Writing a positionality; Various Research Designs; designing your own research • In-Class Activity: Developing research questions and finalizing them; Crafting a Problem Statement • Assignment Due, Oct 13: Research questions, positionality, and outline
Week 4, October 15 & 17	Literature, Theory, Positionality, and Methodologies	<ul style="list-style-type: none"> • Lecture topics: Education specific theories, and how to write a literature review; methodologies and how they're connected to our positionalities • In-Class Activity: Annotated bibliography to prepare for the literature review
Week 5, October 22 & 24	Collecting Data; Data through Interviews and Observations	<ul style="list-style-type: none"> • Lecture topics: Data collection methods, interviews and Observations; Developing Interview Guides • In-Class Activity: Practice interview guide and questions; observation practice • Assignment Due, Oct 27: Annotated Bibliography
Week 6, October 29 & 31	Transcribing Interviews; Coding Your Data	<ul style="list-style-type: none"> • Lecture Topics: Transcribing Interviews; Coding Data

Weeks	Topic(s)	Assignment and/or Activities
		<ul style="list-style-type: none"> ● In-Class Activity: Coding Data Activity
Week 7, November 5 & 7	Interpreting Codes; Writing Findings	<ul style="list-style-type: none"> ● Lecture topics: Interpreting Codes; Exploring Topics and Findings ● In-Class Activity: Article Discussions; Collaborative Discussion on Status of Work
Week 8, November 12 & 14	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 Due November 17: Research Tools & Raw Data
Week 9, November 19 & 21	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 Due November 24: Coding
Week 10, December 3 & 5	Peer Review and Editing	<ul style="list-style-type: none"> ● In-Class Activity: Peer review, feedback, and conferences, required ● In-Class Activity: 1:1 conferences if needed
Finals, December 7 -14	Final Paper Submission	Assignment: Final paper, December 13, 11:59pm