

In this course, learners will conduct research with the spirit of excellence in technique, collaboration with participants, and with an awareness of finding the stories and voices of those usually on the margins of the dominant social group.

ETD: Electronic Thesis and Dissertation Workshops

In addition go to: www.grad.usf.edu/

This site will help you find the Electronic Theses and Dissertation, ETD workshops and boot camps. Start now to find a date to sign up and start formatting your proposal correctly from day one. This will save you a great deal of time and get you to graduate earlier.

IRB INFORMATION:

Also go to: <https://arc.research.usf.edu/Prod>

For the IRB course you must pass (good for two years) to certify you for research for your dissertation. (Not for this class) After you take the course and pass it, you will receive a certificate which verifies that you can do research. YOU MUST ATTACH THIS TO YOUR DISSERTATION PROPOSAL AS THE LAST PAGE when you eventually have a proposal meeting.

THEME:

Some set great value on method, while others pride themselves on dispensing with method. To be without method is deplorable, but to depend on method entirely is worse. You must first learn to observe the rules faithfully, afterwards modify them according to your intelligence and capacity. The end of all method is to have no method.

**Lu Ch'ai
The Tao of Painting
1701**

COURSE DESCRIPTION

This course deepens the understanding of qualitative research methods, design, data collection, analysis, and interpretation through the focus on selection of qualitative research approaches. . Participants will **analyze and interpret observations, documents, and interview data, as well as learn techniques** to enable this. This course **deepens the understanding of qualitative research methods, design, data collection and analysis. Multiple analysis strategies will be studied. Use of digital cameras and video** recorders will be a central technique Practiced this semester. Ethical issues in fieldwork and the role of the researcher will be key topics for discussion and writing. Students will identify the **theoretical framework that guides their work** and potentially their dissertation project.

Goals and outcomes:

In this course you will be expected to:

- Complete all readings and in class assignments
- Master and deepen library research and archival skills
- Deepen your practice of interview and observation skills
- Identify your Theoretical Framework such as Phenomenology, Critical theory, Interpretive Interactionism, Chaos theory, Feminist theory, Social Constructionism, Constructivism, etc. Be able to Describe, explain it, and use it.
- Identify which of the qualitative approach suits you such as ethnography, Bounded case studies, auto-ethnography, oral history, life history, portraiture, etc.
- Continue practice in writing analytical vignettes based on field work particularly in terms of multiple case analyses
- Discuss in small groups and the groups as a whole, problems related to fieldwork including ethical issues which arise in research
- Continue the study of major writers in the field and learn how to read research articles as a reflective, critical, active agent and public intellectual and Read, write, discuss, and reflect upon key issues in qualitative case research methods including issues of race, class and gender, issues of practice like locating oneself ideologically, purposeful sampling, and ethical issues in fieldwork.

INSTRUCTIONAL METHODS

Small group discussion and group work, computer lab and library work, projects in and out of the classroom. Some guest speakers to be announced, some lecture/demonstration/ discussion, mini lectures as needed. Documentary film and follow up discussion; new techniques for transcribing interviews.

EQUIPMENT NEEDED

It is helpful to have a **digital voice recorder for interviews.** or Or any MP3 player or IPOD with appropriate attachments. OR **IPAD application, ITALK. or ISpeak.** The cost of a digital recorder is minimal. Many students buy their equipment at any major discount store. Make life easier for yourself by using a digital voice recorder. In the event you do a qualitative dissertation and need transcriptions done, today's transcribers prefer and charge less for digital interviews that can be sent to the transcriber via email. It is optional, but a digital **camera or a combo digital camera and video recorder** are also quite helpful. This type unit also plugs into the TV monitor so you can see your interview or observation at any time in class or at home.

Optional foot pedal system for those doing their own transcripts. Olympus makes a device and you need to weigh that against the going rate for transcriptions

in the open market. Currently a one hour interview transcribed from a digital voice recorder is around 110.

Professional Transcriptions;

Check transcription rates at the top transcription center in the USA which is in Los Angeles at: www.productiontranscripts.com

Many students have used this site and recommend it:
www.wayswithwords.com

Local transcription services are also available. These will be announced in class.
Sharon Ostermann in Tampa
sharonostermann@hotmail.com

Copy Editor: You may need a copy editor for the final reading of your proposal and your final copy for the final defense.

just A.S.K.

562-867-4697

Donna Bree

thesishelpnow@yahoo.com

Project Formatting & Preparation

Theses, Dissertations, Word Processing

Reasonable -- Efficient -- Personalized Service

LOCAL EDITOR

Local Copy Editor: myAPAeditor@gmail.com

Knows APA inside out and copy edits dissertations!

For data analysis and representation of text check out this site for graphics, video creation etc. www.animoto.com

For use of photography as a qualitative technique go to:

www.photovoice.com

Throughout the class I will post on Blackboard and Canvas relevant sites in cyberspace.

Comprehensive List of Mobile Apps for Qualitative Research:

<http://www.mrmw.net/news-blogs/295-a-quick-review-of-mobile-apps-for-qualitative-research>

Here is another site for free software: <http://www.umass.edu/qdap/>

Dissertation Support Sites: Here you may want to join a writing group to get you

through the dissertation process and you may also find a coach for a monthly fee.

www.dissertationdoctor.com

www.academicladder.com

Required reading in common: Note that many books are available in the library and in addition as an e book in the Library. Thus there is no cost for reading ebooks through the LIB site, or taking books out of the LIB.

PACE YOURSELF. ESSENTIALLY YOU READ A BOOK A MONTH AND AT LEAST ONE OR TWO ARTICLES PER MONTH.

SELECT ONE OF THESE FIRST TWO BOOKS AS YOUR MAJOR TEXT:

1) Creswell, J. (2013) *Qualitative Inquiry and Research Design: Choosing among five approaches*, 3rd ed. Thousand Oaks, CA: Sage.

OR

2) Savin-Baden, M. & C. Major. (2013) *Qualitative Research: the essential guide to theory and practice*. New York: Routledge.

WE ALL ALSO READ TOGETHER:

Saldana, J. (2010) *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage.

Janesick, V. J. (2011) *Stretching Exercises for Qualitative Researchers*. 3rd ed. Thousand Oaks, CA: Sage.

If you are using interviewing as your major technique in the dissertation data collection process this book is **highly recommended:**

Rubin, H. J. & I. Rubin. (2012) *Qualitative Interviewing the art of hearing data* 3rd ed. Los Angeles, CA: Sage.

REQUIRED: SELECT ONE OF THESE Optional Texts for your reading, reporting to the class, and future use. These are completed studies or methods supplements. Upon reading the text have a one page handout for class members or e copy on line describing the pertinent information:

Title, author, publisher, number of pages in the book, cost of the book, Main ideas, lessons learned about the content and methods used. Would you recommend this book or not? Explain.

**To report to the class use any media of your choice. SELECT ONE:
These represent methods and/or completed qualitative projects.**

Galman, S.C. (2013) *The Good, The Bad and the Data: Shane the lone ethnographer's guide to qualitative data analysis*. Walnut Creek, CA: Left Coast Press.

LeDuff, C. (2014) *Detroit: An American Autopsy*. New York: Penguin.

Paulus, T. et al. (2014) *Digital Tools for Qualitative Research*. Los Angeles: Sage.

Any book by Oliver Sacks such as *An Anthropologist on Mars* or *Musicophilia*.

Norris, J. *Play building as qualitative research: A participatory Arts-Based Approach*. Walnut Creek, CA: Left Coast Press.

King, S.(2000) *On Writing*. New York: Scribner.

Agassi,A. (2009) *Open: An Autobiography*. New York: Vintage Books.

Denzin,N. (2014) *Interpretive Autoethnography 2nd.ed.* Los Angeles, CA: Sage.

Skloot, R. *The Immortal life of Henrietta Lacks*. New York: Broadway Paperbacks.

Goldberg, N. *Writing down the Bones*. Shambala Press.

Kingsolver, B. (2007) *Animal, Vegetable, Miracle*. New York: Harper Collins.

Stake, R. (2010) *Qualitative Research: Studying how things work*. New York: Guilford Press.

Janesick, V.J. (2010) *Oral history for the qualitative researcher: Choreographing the story*. New York: Guilford Press.

Lawrence-Lightfoot, S. & J.H. Davis. (1997) *The art and science of portraiture*. San Francisco, CA: Jossey-Bass.

Cole, A. & J. G. Knowles. (2001) *Lives in Context*. Walnut Creek, CA: Alta Mira Press.

Schreier, M. (2012) *Qualitative Content Analysis in Practice*. Los Angeles: Sage.

Van Manen, M. (1990) *Researching Lived Experience: Human science for an action sensitive pedagogy*. Albany, NY: SUNY Press.

Eakin, J. P. (2008) *Living Autobiographically: How we create identity in narrative*. Ithaca NY: Cornell University Press.

Locke, L.F. & W. Spirduso & S. Silverman. (2014) *Proposals that Work 6th ed.* Los Angeles, CA: Sage

Trainor, A. & E. Graue (eds) (2013) *Reviewing Qualitative Research in the Social Sciences*. New York: Routledge.

If you know you are going to do a qualitative dissertation you should consider getting this text:

Piantinida, M. and N. Gorman (2009) *The Qualitative Dissertation*. 2nd ed. Thousand Oaks, CA: Corwin Press

CHECK CANVAS DAILY

All class members go to AERA's site for information on this professional organization:

<http://www.aera.net/Default.aspx?id=777>

Also check the qualitative methods blogging if you like.

There are key journals in hard text and on line journals which focus on qualitative inquiry. There are numerous web resources and transcription services.

Check out the e journal *The Qualitative Report* on line: sign up for free delivery of the journal and also the weekly newsletter at the same site: You will receive extra credit for being on the list for both the newsletter and the journal.

<http://www.nova.edu/ssss/QR/index.html>

ELECTRONIC RESOURCES: websites etc. A comprehensive listing can be found at <http://www.nova.edu/ssss/QR/web.html>

CRITICAL TASKS/ DEMONSTRATIONS OF LEARNING

There will be FOUR CRITICAL TASKS/DEMONSTRATIONS OF LEARNING. Three of them Graded with a letter grade and percentage. The fourth is graded as pass/fail.

- 1. The FIRST CRITICAL TASK/DEMONSTRATION OF LEARNING: Take home exam. Due Tuesday October 14th, 2014. Questions will be posted on CANVAS Tuesday September 30th.**
- 2. The SECOND CRITICAL TASK/ DEMONSTRATION OF LEARNING: REFLECTION on your role as a qualitative researcher; 5-7 pages, Due Tuesday, November 4, 2014.**
- 3. The FIRST CRITICAL TASK/DEMONSTRATION OF LEARNING: INTERVIEW PROJECT and report- 25 page minimum- unlimited pages as maximum. (If you have recently, within the past year but preferably within two semesters, completed two interviews and have the transcripts from a previous class, you may rework those transcripts and find at least two NEW ways to explain the data and construct two models to explain the data. Due no later than Monday, December 2, 2014 at 5:00 PM.**

4. The FOURTH CRITICAL TASK/DEMONSTRATION OF LEARNING: There will be a report to the class on a book of your choice in any media format: power point, on line on YOU Tube; Glogster, POSTER, or verbally with one page handout.

This is graded Pass/Fail. We will begin presentations in November.

Book report on your selected exemplar of a study completed with handout OR Power Point Presentation Reporting on the book you selected to read as an example of a completed study with highlighting the methodology, to be presented in class. Or if you have a better media technique such as a movie, or a poem or a play etc. feel free to teach through that media.

There will be **THREE in class assignments** including observation exercises and an interview exercises, Pass/Fail grading during some of our class time.

Each class member must pass at the proficiency level the following tasks:

- a) Participant Observation Exercise including field notes, thick description, Preliminary informed hunches, and what would you do next for:
*Observation of a social setting or a person (in class activity)
- b) Interview and preliminary data analysis of same for
*Interview of a person you know or a stranger (in class activity)
- c) Practice with digital photography as needed
d) Document review and analysis as needed
e) Practice writing the researcher reflective journal. See the site www.penzu.com for doing your journal electronically.

Attendance, Class Participation, and field work is 20% of your grade.

GRADING

1. Students must inform the instructor before the due date if an assignment will not be ready on time. Students who are absent must find someone to take notes and pick up any in class handouts for them. Recall that each Saturday is basically worth three classes of real semester time.
2. Students must inform the instructor before class when and if they will be late or absent from any class.

If a student is late with a written assignment a penalty will be included in the grading process of a flat 5% off your given grade.

If a student does not hand in a final project on the due date the student then cannot earn a grade higher than the grade of B. The default grade for this class with no final project or missing any assignment is B Minus.

Each Project is worth:

- | | | |
|----|--|-----|
| a) | Interview Assignment with categories, model and narrative and response to the questions listed | 40% |
| b) | In class participation, attendance, field work | 20% |
| c) | Technology session and usage | 10% |
| d) | Book report of a completed study in any media format | 15% |

- e) Take home exam 15%
1. Grading is based on the following scale:

GRADING:

100-95	A
90-94	A-
86-89	B+
85-80	B
79-70	C
69 or less	D

Note: The grade of “C” or lower is unacceptable in Graduate Studies. Please be sure to get a copy of the University’s Graduate Catalogue that spells out the policy. You must complete all requirements in this class. **There are no Incomplete grades given in this class.**

Standard rules of etiquette apply in class. Thus it is advised that all cell phones, pagers and other distracters be turned off out of respect for the learners in the class. Refrain from offensive language and/or bullying.

TOPICS AND SCHEDULE: SUBJECT TO CHANGE**DATA COLLECTION AND FIELD WORK PHASE**

Weeks 1-2-3-4-5-

*Library Session TBA

Assignment

Begin reading and complete Creswell or Baden and Major by week four. Pace yourself. Think of your book reading as a book a month. Think of your articles to read posted on canvas as every week. Think about approximately 3 chapters per week.

TOPICS: Intro to class, each other, Expectations, purposes Writing activity
 Questions for Research Construct questions suited to the methods, Find your Theoretical frame, FYTF Writing Activity; Possible LIB session.
 Transcripts and analysis documents

Library strategies- **ON SITE LIBRARY TECH SESSION will be scheduled in the first five weeks of the semester to learn about databases, resources, and general helpful tools.**

Various approaches to QR: Case studies, Action research, Oral history, Autobiography,

Ethnography, Interpretive Grounded Theory, Participatory Action Research, Narrative Inquiry.

You should be in the field interviewing by week 4.

Category Development

Read All the time!

Use any texts from last semester which will assist your project

Begin Janesick on Observations and Interviews on Interviewing

Pace yourself Complete

Continue Janesick; Library Session

Analyzing Interview Data Begin exemplary studies

The next third of the class is focused on sharpening your skills as a writer, interviewer, learning new digital techniques, presenting documentary evidence and working with documents and photographs.

PACE yourself. If possible read all texts by the mid term.

First class: Introductions, Syllabus, Expectations two observation activities, field notes

Second/Third Class: Ist three chapters of main texts Either Creswell or Savin

For small group and large group activity; Penzu.com researcher reflective journal writing activity

Fourth/Fifth Class: Interview activity in class, preliminary categories from same

Continued discussion of next four chapters of each text. Small group and entire group.

Feel free to refer to any texts you have read in your Qualitative Methods One class.

DATA PRESENTATION PHASE and preliminary Analysis Weeks 6-7-8-9-10

Sixth Class: Document Analysis, Archival techniques, content analysis techniques

Read all of Saldana by now.

Seventh Class: In class open book exam.

Eight/Ninth Classes: Developing a model

Computer Assisted Data Analysis, Interview Activity 2 Using video and audio

Equipment; Analysis of interview and document data; Discussion of Internet Inquiry

Qualities of the Qualitative

Tenth Class: Descriptive Validity Using digital photography to Document field settings.

Documentary Film and Activity

Beginning analysis

Themes Misfits Found Data Poems Transcript analysis activity

Weeks 11-15 DATA ANALYSIS AND INTERPRETATION PHASE

Note there will be various power points up on Canvas for your guidance.

Begin your optional texts and reporting begins in November.

Continue R&R and/or other selected texts

Pace yourself, Continue reading

Classes 11 and 12:

The final third of the class is for sharing your work with each other, discussing ethical issues, understanding the IRB, the importance of peer reviewers and outside readers, All final reporting, and writing the qualitative dissertation. Sharing your coding systems and your approach to analysis of qualitative data. Presentations may begin.

Classes 13 and 14:

Peer Auditors, Member checking, outside readers Final Reports, and writing the Qualitative Dissertation
Complete all readings. Presentations continue.

Final Class: Wrap up, complete presentations.

We will have guest speakers during the semester to illustrate research design, analysis, interpretation and representation of data.

We will have a Library training session.

CRITICAL TASK/DEMONSTRATION OF LEARNING: INTERVIEW PROJECT ASSIGNMENT

This assignment is due on: Tuesday December 2, 2014 at 5:00 PM but can be handed in earlier if you are ready.

Reminder: This project cannot be handed in late.

Living with and making sense of transcripts: Developing a model of what you learned in your mini study; Describe the setting in all its richness, describe the person being interviewed with as much of their history as possible.

For this assignment construct a model of what occurred. In narrative form tell the story of the individual's views and list the initial categories that emerged from the data, then the shortened list of actual categories that helped you to develop your model. Be creative and use good graphics. Add photos as needed to lead the reader through the report. Be sure to use direct quotations from the transcripts. Be sure to use at five references from our texts.

Project: Interview one person, twice, so that you have the experience of going back for an interview. Interviews should be at approximately one hour in length each. The topic of the interview is: (suggested) What does your work mean to you. Transcribe the first interview. Required.

Note: If you are at the point that you are focused on your dissertation study, you may wish to do a pilot study interviewing a potential member of your study. In which case, let's make a contract for this.

NOTE: If you already have two transcripts from this project in your previous Qualitative class, your assignment will be to review more deeply your transcripts and find another way to interpret your data including:

- a. A new set of themes and a new visual model
- b. A description of your process
- c. Relevant references
- d. Any related appendices of your choice.

WHAT DOES YOUR WORK MEAN TO YOU?

Select an educator or other professional to interview about what work means to that person. The first interview should have some basic grand tour questions like:

INTERVIEW PROTOCOL A- FIRST INTERVIEW

1. What does your work mean to you?
2. Talk about a typical day at work. What does it look like?
3. Tell me what you like about your job.
4. Tell me what you dislike about your job.
5. Where do you see yourself in 5-10 years?

You create the questions for **INTERVIEW PROTOCOL B**

You create the questions based on what you found in the first interview and to get to the goal of the interview.

This should take at least an hour but no longer than 90 minutes, per interview. Remember that people are busy and they most likely can only give you an hour at a time. Aim for each interview to take an hour of time. Be sure to take field notes so you can probe into areas of this first interview, during the second interview. Be sure to tape all this. Be sure to get informed consent. Use the sample consent form that is in the book, **Stretching Exercises**.

Due on last class: A paper/report of 25 page minimum- any number of pages, which includes at least the following:

- a. Describe in detail why you selected this person
- b. **Describe the context, the setting and the person interviewed in full.**
- c. **Describe briefly your theoretical frame that guides the study.**

- d. Provide a list of all the questions asked in each interview and label them; Interview Protocol A, Interview Protocol B
- e. Summarize the responses from both interviews in some meaningful way with precise quotations from the interview
- f. Pull out at least **THREE THEMES** from the interviews and create a **visual model** of these themes and any sub themes
- g. Tell the story of what this person's life work means to this person
- h. Include the signed consent form
- i. Discuss any ethical issues which may have come up
- j. A sample of 10 pages of your best transcript from the tape should be added as an appendix
- k. Describe your role as the researcher. Explain your values and beliefs, and specify how you conducted this mini interview study.
- l. Finally **include three pages or more of your own reflections** on your skills as an interviewer, as a researcher and what you learned from this project; be sure to mention any difficulties that came up, what you would change the next time you conducted an interview.
- m. **Be sure to use references from our texts this term.**
- n. Be sure to create a title, which captures your themes.
- o. **What difficulties did you encounter in the field setting?**
- p. **What would you do differently if you were to return?**
- q. **What did you learn about yourself as a researcher?**
- r. **If you had all the time and money in the world what would you like to do next or differently?**

Remember that this is a narrative research paradigm, so you should write this in narrative form as if you were telling this person's story. The story is about the person's life work.

Critical Task/Demonstration of Learning : Take home exam. Due Tuesday October 14, 2014.

Critical Task/ Demonstration of Learning Critique: 5-7 pages; critique of your own skills as a researcher: your observational skills, interview skills, reflective journal writing skills, narrative writing skills. Due on Tuesday November 4, 2014 at 5:00 PM.

Critical Task/ Demonstration of Learning Four: Book report on your self selected book in any media format presenting to the class. Presentations will begin in November and continue till completed. These may be individual or in a group if you select the same book.

For your power point / video/ or verbal presentation imagine you are teaching the class about this book. What are the main ideas content wise and what qualitative techniques are evidenced throughout the book? In other words what is this case exactly? Use your imagination and creativity to display your knowledge base.

List the information about the book Title, author, publication date, Publisher, Number of pages and cost.

Tell your audience about three things that stood out for you in the book. Would you recommend this book to your peers? Why or why not? Explain why this made sense to you and implications for further research in this area either via content or process. If you choose to do a verbal report you must have a 1-2 page handout/executive summary for each member of the class.

Writing Rubric

Each item is worth 20 points.

_____1. Creates an organizing structure establishes context & relevance; Introduces the purpose of the project.

_____2. Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, and authoritative voice. Establishes an interpretive claim/assertion. Uses an organizational structure that allows for a progression of ideas to develop.

_____3. Skillfully selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, and authoritative voice. Analysis of Relevant Experiences, Thoughts, Constructed Knowledge.

_____4. Demonstrates awareness of content of a given text, and clearly connects it to appropriate theoretical constructs showing deep understanding and thoughtfulness. Uses appropriate references to the text.

_____5. **Demonstrates facility with language, APA style, and correct use of grammar. Uses correct paragraph development. Writing contains references to and understanding of any or all of the texts in class and contains correct grammar, spelling, punctuation, sentence construction and paragraph construction. Note all paragraphs must have a minimum of three sentences.**

Writing is submitted, typed, double spaced. The requirements of the assignment are met.

PLAGIARISM

Copying someone else's work is a very serious offense and can bring about a student's removal from the program and the university. You plagiarize when, **intentionally or not**, you use someone else's words or ideas without giving them credit. Quotation marks should be used whenever you are using the exact words of another author. Square brackets and ellipses should be used to indicate any words that are deleted from the original material. Summarizing a passage from another source or rearranging the order of a sentence or sentences is paraphrasing. Every time you paraphrase the work of another author, you should give credit to the author by citing. If you are using someone else's ideas, you must give them credit as early as possible in your text. In this course, if you are found guilty of plagiarism, you may receive an F (Failure) in this course and be dropped from the program.

ETTIQUETTE AND NETIQUETTE

Be respectful of your classmates. Not all students may share your views, so listen carefully and respond in a way that permits difference of opinion to exist. All class etiquette standards apply. Put into practice Freire's respect for one another. If you insult someone in class, be sure to apologize before you leave class. **Please no side bar conversation in the back or while someone is speaking. It is extremely rude. And remember this is your reference group for your career life span. Netiquette is etiquette on the web and on blackboard.** All standard etiquette applies as well as the following:

1. Do not send any information out under another person's name. Use your own name only.
2. When you send an email begin with a courteous salutation such as Good Morning, Good Afternoon, or Dear Jane Doe. Likewise end your email with a sign off and your name. For example, Thanks, (your name) or Best Wishes, Warm regards, etc. It is confusing for some to receive an email with no identification.
3. Remember that email is forever. Think before you write.
4. Avoid naming a person in your emails, for example, Jane Doe said such and such. Instead depersonalize it with something like, a person who had responsibility once said X.
5. Also, if you insult your class members or the professor or both, please be sure to make amends with an apology.

ATTENDANCE AND LATENESS POLICY

Regular attendance and on-time arrival in each class is expected. It is, however, the responsibility of the student to discuss with the instructor in advance the reason for an absence. The student must call or e-mail the instructor ahead of time if an absence is necessary. It is the student's responsibility to arrange with a fellow student to get copies of handouts, notes and adjustments in assignments. Absences or chronic tardiness may have an adverse effect on a student's grade. Only one absence is allowed but the student must still write a minimum of one page of reflections on the assigned reading for the class which has been missed. A second absence will result in a lower final grade. To make up a missed class please write a

three – six page reflection on the readings for that day you missed. Remember Saturday classes are actually the equivalent of 2 and ½ classes.

ADA Statement: *Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.*

“Students in need of academic accommodations for a disability may consult with Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.”

USF Policy on Religious Observances: *All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.*

**MISCELLANEOUS:
REF WORKS OR END NOTES ACCOUNT REQUIRED.**

USE AS CLOSE TO TOP OF THE LINE EQUIPMENT AS POSSIBLE SUCH AS LAPTOPS, CAMCORDERS, DIGITAL RECORDERS- REMEMBER IN TWO TO THREE YEARS THEY WILL BE OBSOLETE.

<p>EACH CLASS MEMBER MUST BE A MEMBER OF A PROFESSIONAL ORGANIZATION FOR PROFESSIONAL DEVELOPMENT.</p>

By student request: This is added to my syllabus for your future work.

WHAT EVERY DISSERTATION PROPOSAL SHOULD CONTAIN

Here is a sample checklist of items for each chapter that you may use as a guide. Of course, depending on your purpose and questions, not all items are appropriate. This is to be a guide, not a slavish recipe, for you as you clarify your research agenda.

CHAPTER ONE: The problem, purpose, theory which guides the study (8-10 pages depending on purpose, content etc. of the designed study)

- Introduction (make this brief-one page is ideal)
- State the need for the study and the problem to be addressed
- THE PURPOSE OF THE STUDY- Be precise and accurate
- Questions which guide the study if a qualitative study
- If your study is quantitative use objectives or hypotheses
- Description of the theory which guides your study
- Importance of the study
- Definition of terms if needed
- Outline of the remainder of the dissertation

CHAPTER TWO: REVIEW OF RELATED LITERATURE (25- 40 pages depending on categories of the review)

- Organization of the chapter
- Immediately identify the bodies of literature your are reviewing
- Acquaint the reader with the state of the art and explain why you selected this particular set of categories of literature to review
- Identify books, monographs, reports, articles which pinpoint exactly what you want to say relative to your purpose statement, and the theory which guides your study
- Seriously critique your literature looking for gaps, contradictions and criticism of the writing you have selected
- Relate your literature directly to your purpose statement and your study emphasizing how this literature led you to the study
- REMEMBER A LITERATURE REVIEW IS NOT A SUMMARY OF THE LITERATURE - IT IS A REVIEW

CHAPTER THREE: METHODOLOGY (20-40 pages depending on methods used)

- Overview
- Description of the methodology and the rationale for choosing this method
- Description of the research design
- Description of the pilot study
- Description of how you selected the participants of the study
- Exact description of how you plan to collect data, under what conditions and the length of time involved

- Any supplemental charts or tables which help the reader to understand your method
 - Always relate your method back to your purpose, questions, and literature
 - Identify any limitations to your method in this particular study and for your purposes only
 - Description of how you will analyze your data
 - Summary
 - Any appendices
 - About the author (one paragraph)
-

As you can see this is a good way to prepare your dissertation proposal. Realize that it may change throughout the process of data collection and analysis and you simply rewrite as needed. Prior to the proposal meeting, all members of your committee should have your proposal for at least 14 days. Your goal at this point is to get your proposal approved after you have a clear idea of what you want to know, what literature relates to your study, and what method is appropriate to your purpose. Never choose a method before you choose a purpose for the study. Once you have this groundwork done, you need only to complete your last two chapters of the dissertation which consists of:

CHAPTER FOUR: PRESENTATION OF THE DATA

In this chapter you present your findings and make sense of them for your reader. Here is your opportunity to analyze and evaluate what you found. This chapter usually is a response to your questions or hypotheses. Be sure to use exact quotations from your participants in the study if doing a qualitative study. These data are from interviews, observations, journals, written documents, etc. Be sure to include a RATIONALE for how you present the data, for example, as cases, as one case study, as a narrative, as a dialogue etc. Include tables and figures as needed. For direct quotations from interviews, indent and single space substantial quotations.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter ties the dissertation together and defends your thesis about the research. Briefly summarize the chapters and come to your conclusions. Now you may make recommendations of a practical nature for your major audience. In a sense, you are describing how the reader may implement your findings. Be sure to INTERPRET YOUR MAJOR AND MINOR FINDINGS in the study. Be sure to state what you learned as a researcher.

If you do a qualitative study, you must respond to your EXPLORATORY QUESTIONS in this chapter and DEVELOP A MODEL OF WHAT OCCURRED. Your model may be visually represented by diagrams, tables, etc. or verbally. You need to show the reader that your model is GROUNDED IN YOUR DATA

Note: If you are adding additional chapters in the event you are doing a historical study of any other reason, follow the standards of your given discipline.

Appendices

Copy of your consent form

Copy of your peer/outside reader form

Copy of any letters you sent out to participants

Sample of your best section of a transcript

Sample of your best example of a field note

Sample of your best researcher reflective journal entry

A page which lists the costs associated with your dissertation (optional)

Any other pertinent information related to the study

Your own About the Author paragraph