Course Syllabus
SRM 686: Qualitative Case Study Research
Three Credit Hours
Fall 2014

Instructor: Dr. Kathleen Fahey
Office: Online; e-mail: kathy.fahey@unco.edu
Class Time: Online with Three Online Live Evening Sessions
Office Hours: By appointment via phone 970-396-1242; Email; Ongoing Discussion Forum in Blackboard

Course Description
This course is an in-depth examination of case study methodology as it relates to qualitative research. Specific types of case study research will be covered including portraiture, ethnographic, descriptive, interpretative, evaluative, and comparative. Students will propose and conduct actual case study research. Along with basic case study methods the concept of richly describing the case as a main way to construct a convincing case will be explored. Understanding generalizability of a case will be a focus of the course.

Objectives
Through reading, critiquing, reviewing literature, conducting qualitative case study research, reflecting, journaling, and actively inquiring into the process of qualitative research the students will:

- Understand and evaluate the case study research of others
- Be exposed to an array of possible cases, definitions of cases, and ways of representing case data
- Design and conduct original case study research with some assistance
- Understand the importance and exhibit the use of “thick description” as a primary way a qualitative researcher “makes” their case
- Become familiar with the continuum of positions regarding case study generalizability

Course Requirements
Read all material and participate in class discussions and class activities
Turn in all assignments. These will be due on Thursday of the assigned week by 11:00 p.m. through Blackboard.

Assignments
1) IRB Human Subjects Research Process
This is a process required by the government and the university that allows research to be conducted that the university has monitored for human subjects safety. There is a detailed and easy to understand site on the university web page. You will be responsible for being familiar with this site and with minimal assistance to submit, to the instructor the correct documents for your study. If these forms are submitted incorrectly your research will be delayed and valuable time will be lost. I will function as the university IRB for this class. If vulnerable populations are involved, you must submit the IRB through IRBNet. The second reader is selected by the Office of Sponsored Programs.

A copy of a signed consent form for each participant in a study must be given to the instructor in order to pass this class. If consent forms are not given to the instructor you will not pass this class. The instructor will then keep the consent form on file for three years in accordance
with university protocol. Please send these via regular mail to: Kathleen Fahey, P.O. Box 4181, Tubac, AZ 85646. (Do not FAX or email scanned documents.)

2) Individual Research Proposal
A seven-page finished proposal for a qualitative case study, using APA format, will be developed for peers to critique. The proposal will include an introduction (in which a rationale and research question will be stated), literature review, and holistic case study methodology. The revised proposal will in turn become the first part of the final paper. Data collection must be holistic in nature using observations, interviews, and artifacts.

3) Peer Critique
Each student will exchange his/her research proposals with one classmate. He/she will read the classmate’s proposal, make written comments and correction on the proposal, and then using the comments write a formal, two-page critique of the classmate’s work. The critique will follow the guidelines given in class. This assignment will be useful not only to the person who is critiqued but also the one conducting the critique because evaluating research design and writing in a professional manner is also a skill that is vital in qualitative research.

4) Final Research Paper, Oral Presentation, and One Page Handout
Each class member will prepare a 20 page research paper. A final presentation of each research project will be presented online in learning communities of 3 to 4 class members. Choose one of the following formats.
   a). Power Point (or other online medium) and audience interaction
   b). A research poster (or other online medium) and audience interaction
   c). A symposium panel of three or more students who have similar research topics and audience interaction

5) Book Club
Read the book you choose from the textbook choice section. Interact with others in your book club to answer the following questions. At the end of your discussion, create a book club handout and post it in your learning community site. Read the handouts from the other book clubs. Each book club will discuss the book via a discussion forum.
   How is portraiture evident in the book’s methodology?
   What is the design of the study (data collected/how collected)?
   What is said about goodness?
   Is this a case study, a portrait, or both?
   How would this study generalize?
   How could you use this book’s method to conduct research?
   Consider the social, cultural, and historical implications of the book. Did it convince you? If so, of what? If not, how could it have been convincing?

6) Choice Project (Choose one of the projects described below.)
This paper will be shared with classmates who are also doing this project in order to allow a peer critique process.
   a) Develop a scholarly five to seven page theoretical framework for a qualitative study. This needs to be a main theory and not a minor theory. Links to your personal philosophy regarding both your area of study and research should be established and at least five references beyond material presented in class must be used. Students choosing this assignment must make an appointment to meet with the instructor (via phone or email) and discuss their paper prior to writing it.
   b) Develop a five to seven page methodology paper about case study research. At least ten references need to be used.
c) Develop a five to seven page paper on trustworthiness. The topic of this paper will obviously be generalizability. At least five references will need to be used. A chart may be helpful within this paper.

7) Participation-attendance, readings, and class assignments
Participation is an important part of the grade and is defined as speaking/writing an appropriate amount of time during class discussions, preparing for and attending class meetings (asynchronous and synchronous), completing all readings and class assignments, and being a productive member in small group activities.

Assignment of Grades
All assignments are part of a class experience and therefore cannot be submitted late. Extreme situations should be discussed with the instructor in advance and may be handed in for partial credit. All late assignments will be reduced to a B before grading begins and will receive minimal written feedback.

Grades will be assigned as follows

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94% and above</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td>83-85%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>70-75%</td>
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<td>C-</td>
<td>69%</td>
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10% Book Club Handout and Sharing
5% IRB
15% Peer Critique of Proposal
10% Research Proposal
30% Final Paper, Oral Presentation, and One Page Handout
20% Choice Project
10% Participation

Required Text (I suggest that you order these from online used book sources.)

Choose One of these Texts

Program Text

Suggested Texts
APA Manual

Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion. Students with needs that do not fall under formal accommodations should not hesitate to confer with the instructor personally.

Diversity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, the University will not engage in discrimination in educational services against any person because of race, ethnicity, religion, gender, age, national origin, disability, sexual orientation, political affiliation, or other diversity orientations. Importantly, the instructor needs to be made aware of students’ feelings regarding diversity so she may strive to uphold an equitable, open, learning environment.

Course Schedule (subject to change)

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<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tr>
<td>Week 2: Sept 1</td>
<td>Designing Personal Case Study Research and IRB</td>
<td>Chapters 1, 2 and 3 in Stake Review Case Study Methods in Merriam Review UNC’s IRB website.</td>
<td>Your research question (submit on BB by Sept 4)</td>
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<td>Week 3: Sept 8</td>
<td>Designing Personal Case Study Research Critiquing Case Study Research</td>
<td>Introduction and Chapters 1 and 2 in Respect</td>
<td>IRB (submit on BB by Sept 11) Wednesday, Sept 10: BB Collaborate Live Session 6:30 – 8 pm</td>
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<td>Week 4: Sept 15</td>
<td>Types of Case Study Research and Data Collection</td>
<td>Chapter 4 in Stake Read Dissertation Case Study Examples</td>
<td>Proposal to classmate and KF (Submit under LC group discussion page) Sept 18</td>
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<td>Week 5: Sept 22</td>
<td>Types of Case Study Research and Data Collection</td>
<td>Chapters 3 and 4 in Respect Articles: Bridge over Troubled Water Anorexic Eating New Faculty Member</td>
<td>Copy of 2-page Peer Critique due to KF and classmate. (submit on Assignment page and email to classmate by Sept 25) Discuss choice project ideas in learning community</td>
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<td>Week 6: Sept 29</td>
<td>Portraiture Method</td>
<td>Intro and Chapter 1 Lawrence-Lightfoot Dissertation: Roland Schendel Portraiture Readings</td>
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<td>Week 7: Oct 6</td>
<td>Portraiture Method</td>
<td>Chapter 4 Lawrence-Lightfoot Article: <em>Three Voices in Portraiture English’s Critique of Portraiture</em></td>
<td>Wednesday, Oct 8: BB Collaborate Live Session 6:30 – 8 p.m.</td>
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<td>Week 8: Oct 13</td>
<td>Portraiture Method</td>
<td>Chapters 5, 6 and Roots in <em>Respect</em></td>
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<td>Week 9: Oct 20</td>
<td>Context and Case Research Researcher Role</td>
<td>Chapter 3 and 5 Lawrence-Lightfoot Chapter 6 in Stake</td>
<td>Activity: Complete an Eco-Map on someone interesting you know.</td>
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<td>Week 10: Oct 27</td>
<td>Book Club Sharing</td>
<td>Choice Book</td>
<td>Use Book Club discussion board to answer questions</td>
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<td>Week 11: Nov 3</td>
<td>Book Club Sharing</td>
<td>Choice Book</td>
<td>Use Book Club discussion board to answer questions</td>
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<td>Week 12: Nov 10</td>
<td>Analyzing and Writing Up Case Research</td>
<td>Chapters 5, 7, 8, 9 Stake Chapters 6 &amp; 7 Lawrence-Lightfoot</td>
<td>Wednesday, Nov 12: BB Collaborate Live Session 6:30-8 p.m.</td>
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<td>Week 13: Nov 17</td>
<td>Defending a Case Study/Generalizability</td>
<td>Article – Merriam’s N of 1 Stake’s Article Generalizability article you signed up for</td>
<td>Final choice project due on BB by Nov 20.</td>
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<td>Week 14: Nov 24</td>
<td>Catch up on all readings; Happy Thanksgiving!</td>
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<td>Work on final paper and presentation</td>
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<td>Week 15: Dec 1</td>
<td>Presentations of Case Research</td>
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<td>Final Research Representation, Oral Presentation, and One Page Handout</td>
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<td>Week 16: Dec 8</td>
<td>Presentations of Case Research</td>
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<td>Finish presentations as needed</td>
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