

EDUC 792¹
**Qualitative Research in Education:
Frameworks, practices, and designs**
Winter, 2020

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Class Meetings:

Room 4212 School of Education	CLASS: Wednesdays, 9:00 – 12:00 LAB: Fridays, 10 - 12 (NOTE: No Lab on February 28 or April 17)
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Appointments: Generally, I plan to be available for short questions and meetings after class from 4 to 5PM Wednesdays. My office hours are generally Thursday afternoons 12:30 to 2:30 PM, or other times by agreement. Please contact me to set up an appointment.

I. COURSE DESCRIPTION

This course explores key foundational concepts and practices—the *What?*— in the constellation of research approaches referred to as ‘qualitative’; it is designed to address both *So what?* and *How to?* questions. The *So what?* dimension examines the reasoning and positions that people take in adopting particular qualitative stances to doing educational research. This involves more abstract questions of ontology and phenomenology—how you understand and define people, activities, and situations-- and of epistemology-- the use and usefulness of the knowledge that is generated. The *How to?* dimension focuses on the practices and procedures that researchers use in doing qualitative work. Although you are coming to the course from various work contexts and different points in your own work, the course is assumed to be a first (or early) experience for most of you. The experience is intended to frame qualitative research generally (the *So what?* dimension) and to provide a certain amount of hands-on experience with the principle practices and methodological procedures (the *How to?* dimension) involved in doing this type of work.

To this end, the course will be more productive if you anchor the work you will do in a specific phenomenon, problem, or issue that interest you. I want to emphasize that the course is not focused on your carrying out a particular study, however. Focusing exclusively on one study can be constraining and interfere with developing specific research skills. Therefore, your participation will require a certain level of give-and-take as you learn through and from the work of others. The ‘give’ comes in recognizing common areas of interest between your work and that of your classmates, combined with the fact that you can learn from work that is only indirectly connected to the issues you care about. In return, the ‘take’ will offer you possibilities to pursue your own questions and to experience and deepen skills that are-- or will be-- relevant to your own continuing studies.

¹ The University of Michigan is located on the traditional territory of the Anishinaabe people. In 1817, the Ojibwe, Odawa, and Bodewadami Nations made the largest single land transfer to the University of Michigan. This was offered ceremonially through the Treaty at the Foot of the Rapids so that their children could be educated. Through these words of acknowledgment, their contemporary and ancestral ties to the land and their contributions to the University are renewed and reaffirmed.

What interests me about the course: Before coming to UM in 2007, for more than three decades I was a faculty member and then dean of the graduate school within an international educational organization. I have worked as a language teacher educator on extended projects in international settings (in Brazil, Italy, Japan, South Africa, and the US), with multi-lateral agencies (World Bank, USAID), foundations (Soros, IBEU, Cultura Inglesa), ministries of education (in 35 countries), and private-sector organizations (National Geographic) to develop, deliver, and evaluate pre- and in-service teacher education. I bring to the course three types of experiences from this background. The first involved documenting teachers’ professional learning in language teaching, work which led to a seminal collection of research papers². The second involved working within a qualitative orientation with teachers on teacher-research. I have been particularly interested in how this orientation generates different insights about teaching and learning, and thus can shift the positionality of knowledge production and use for classroom teachers³. And the third has involved studying teacher education interventions in language teaching through the lens of design research, to better understand what seems to make specific designs productive. At UM, I have worked on several major research-design projects, with the United Association of Plumbers and Pipefitters and in the Ann Arbor Public Schools, and have led a series of transnational studies of public-sector professional development in Chile, Turkey, and Qatar.

These experiences have led me to adopt a pragmatic view of qualitative research. Beyond the work of researching questions qualitatively, I have found the skills fundamental in designing, developing, and evaluating programs, developing training curricula, and managing organizational change interventions. These experiences have given the course an orientation that brings together two general sets of tools: ideas and concepts to think with, and skills and procedures to do qualitative work, whether to study phenomena or to support the design, development, and evaluation of interventions.

II. COURSE ORGANIZATION: Frameworks, practices, and research design

The core idea of the course is that characterizing certain research processes and outputs as ‘qualitative’ involves a combination of three elements: 1) framing orientations or frameworks; 2) practices and procedures, and 3) using particular research designs or genres. I use these three elements to organize the flow of the course.

In engaging in the research process, the researcher takes on-- explicitly or implicitly-- an orientation that frames the phenomenon, issue, or problem they want to examine and the approach they take to study it. This **framing orientation** is implemented through broadly held (and recognizable) research **practices** (sometimes referred to as ‘methods’) which involve careful exercise of particular **procedures**. For example, the *practice* of interviewing includes *procedures* such as developing questioning protocols (open-ended or structured), identifying and negotiating agreements with the interview participant(s), carrying out the interview, capturing the participant’s responses (through running notes or electronically), and doing an initial, immediate response to what has transpired (often called ‘memoing’.) These practices and procedures are not isomorphic, however. For example, a *procedure* like negotiating agreements to gain entry to a site and participants applies equally to the *practices* of *interviewing* and of *observing*. To qualitatively examine a problem or phenomenon, the researcher designs a study, intending to use particular practices that are enacted within involves making decisions about how to organize practices within a setting or context over time to gather data in response to a problem, issue, or phenomenon. These decisions can come ‘pre-packaged’ in particular designs (e.g. case studies, narrative studies, design-based research), which have become established genres within the broader orientation of qualitative work. (A ‘genre’ here refers to a established, specifically identifiable, form of product or activity.)

² See Freeman & Richards (eds). 1996. *Teacher learning in language teaching*. New York: Cambridge University Press.

³ See Freeman. 1998. *Doing teacher-research: From Inquiry to understanding*. Boston: Cengage-Heinle.

To learn how to do research that is ‘qualitative’ then, you need to understand the various orientations within the paradigm at least to the point that you can appropriately carry out the practices, even though you may not fully embrace every aspect of the orientation. To appropriately carry out the practices, you need to become versed—and ultimately proficient—in the particular procedures that make up that practice. All of which you put together through the decisions you make in the research design to examine an issue, question, or phenomenon you want to study.

Course scope and sequence of parts

The course maps these elements into three sections. In the first section, which will run roughly through the month of January, we will look at core issues that frame a ‘qualitative’ research orientation. The intent is to introduce a way of thinking and talking about what makes a design or research product ‘qualitative’ in the eyes of the educational research community. It is an outside-in (or etc) view of what makes research qualitative. During this time, primarily in the lab sessions, you will be applying the thinking to a problem, issue, or phenomenon of your choosing⁴. In the second section, which is planned to run through mid-March, we will work with the three practices that are central to doing qualitative work— observing, interviewing, and using documentary sources (student work, organizational artifacts, etc.). During this time, the lab sessions will focus primarily on experiences with the procedures that implement these practices. In the third section of the course, through mid-April, we will examine various research designs (case study, design-based research, etc.) that use these practices. Here the lab sessions will look at the design decisions in these established genres, and how these relate to your own research designs.

Course format

The course is scheduled as a weekly class meeting, or seminar, and a lab session. While the two may overlap somewhat, we will generally use the seminar for input, discussion, and work with readings, while the lab sessions will focus on direct or hands-on experiences with the ideas we are studying. The two sessions should be mutually informing; you are expected to prepare for and participate fully in both (see Course Expectations). There will be on-going and formal written assignments due in each of the three sections of the course.

III. COURSE OBJECTIVES

The course is intended to help you to develop an intellectual stance or way of thinking about ‘qualitative’ research, and to learn specific skills that will support you in enacting this stance in disciplined scholarly and professional work. To this end, the course will provide learning opportunities and support for you:

To better understand...

- General assumptions that frame qualitative research, and the principal epistemological distinctions among various approaches or “genres” (claims, warrants, and intellectual positions)
- How qualitative studies are designed and carried out

⁴ In whatever you choose to focus your individual work on, two things are very important. First, you need to be ‘off balance’ about the work, meaning you don’t want to have your mind made up on all its aspects. There will no doubt be aspects that you have thought through and even sorted out, but you need to be genuinely open to reviewing, and even remaking, these decisions. And there also need to be aspects that remain to be determined. (This is particularly applicable if you intend to focus on part of a larger project that is outside your own control). This leads to the second point: You need to have a degree of agency in developing the study, meaning you need to be able to make decisions, and potentially carry them out.

- General arguments about what makes a work of qualitative research valid and reliable, and how these differ from assumptions held within a quantitative paradigm
- Ethical issues of power, position, and reciprocity that can emerge in doing qualitative research
- Elements that make for useful and persuasive qualitative research studies

To become acquainted with and deepen your skills in...

- Designing qualitative research studies and determining the appropriate methodological practices to carry them out
- Interviewing and observing, both of which practices entail negotiating entry, organizing and carrying through the data collection (interviewing using note-taking and taped transcription; taking and analyzing field notes)
- Transcribing and analyzing interviews
- Analyzing documentary materials, artifacts, and student work samples
- Organizing, coding, and displaying qualitative data from interviews, observations, and documentary sources
- Developing researchable questions in relation to data
- Drawing up warranted arguments for interpretive assertions from data

You will also have the opportunity to read and discuss a certain number of qualitative studies as exemplars of the various designs and practices we are studying, and to locate and evaluate qualitative studies related to your specific area of interest.

IV. COURSE EXPECTATIONS

The following section details the expectations and requirements for successful participation in this course. I urge you to clarify anything that is unclear to you before it has an impact on your work.

Attendance, preparation, and participation: The course is intended to function as a practical seminar and an intellectual community. For this to happen, three things are crucially important: That you attend every session; that you prepare carefully; and that you take part in thoughtful, informed manner.

Attendance: I assume that you will attend all the classes and lab sessions. If, for some reason, you have to miss a session, I expect you to be in touch beforehand by email to let me know. This is particularly true of any anticipated absences. It will be your responsibility to make up whatever is missed (see *Making up a missed class* below). Please be aware that in some instances—as with lab sessions—it may not be possible to make up what you miss; however, this does not exempt you from that work. More than one absence from class (class meeting and/or lab) may affect your grade (See *Policies* just below).

Preparation: For the class to be productive, each person needs to be responsible for coming prepared to take an active role listening, discussing, and thinking about the topic. This means more than simply having read through the assigned materials; it means coming well prepared to discuss them and to use your knowledge and experiences to address the work at hand. Lack of, or

incomplete, preparation will impact on your learning and that of your classmates and may affect your grade.

Participation: As in any class, the students and teacher together determine the quality and outcomes. While I make broad decisions about content, sequence and structure, together we enact and modify these to meet your needs in conjunction with the course goals. In class, participation involves listening and interacting with other people’s ideas and with the topics of the session (see *Working collaboratively* below). Participation also includes individual meetings, either scheduled or at your initiative.

Timeliness: Plan to arrive before the hour so that we can begin work promptly. Arriving late is disruptive to the flow of the class and can compromise what is going on. Repeated tardiness can impact your work and that of your classmates.

Working collaboratively—Playing it safe vs. stretching yourself: As with most graduate seminars, the work you do will involve three main activities: reading, talking, and writing. In each instance, you will be interacting with the ideas of others—the writers we read, your peers, me-- through texts, discussions, and formal and on-going written work to develop your own thinking. I expect you to participate in ways that stretch your thinking and-- as crucially-- respect the thinking and contributions of others. Each of you brings different life and professional experiences, as well as interests, perspectives, and expertise, all of which can be resources for the collective work. Making full use of these resources involves working collaboratively to build an intellectual community with your classmates as you learn to do qualitative research.

There is more to this process than simply developing specific skills, however. You want to learn how to better frame questions, make conjectures, and test alternative assertions, all of which entail a certain amount of intellectual risk-taking. For this risk-taking to work productively the class will need to develop a culture in which stretching oneself and being unsure professionally are encouraged and supported as essential parts in learning. Simply put, your thinking is not likely to be complete or well developed if you don’t consider and integrate the thinking of others. To that end, I urge you to use the class as a collaborative learning opportunity in which you can seek to have your ideas questioned and challenged. This is crucial to intellectual development. If you find you are playing it safe intellectually, it’s likely you are not getting what you could from the work in the course.

Evaluation and grading: Evaluation is a basic tool in learning and teaching, however I find the academic practice of assigning grades generally contrary to the rigorous, self-directed intellectual work that should be the norm in doctoral study. Your experiences in this course ought to contribute to, and extend, your capacity to do such work. As a practitioner, I come from a position that expects participants to work to their limits intellectually and developmentally. I see my role as stretching and pushing those capacities. Thus, I expect you to use your engagement in the course-- both with one another and with me-- to deepen your sense of what doing good qualitative research involves and to develop the skills to undertake it. For these reasons, I am not assigning proportional value to class participation or to the various formal and on-going course assignments.

In grading, I work from the assumption that if you engage with the learning opportunities of the class fully and productively for yourself and for others—meaning you come to class with your own work carefully prepared, you participate fully in small and large group activities, you engage carefully and respectfully in collaborative work, you submit assignments on time taking feedback into account in subsequent work—you will receive an A-. Should your work—attendance, preparation, participation, and/or productivity-- fall below this expectation, I will let you know so that you will have the opportunity to address concerns. The grade of A is held out for work that significantly exceeds these high expectations, typically in terms of conceptual depth or analytic insight evident in the written assignments; these instances are likely to be relatively few.

Making up a missed class: If you have to miss a class, I ask you to prepare a short (500 word) memo in which you 1) summarize the main topic(s) of the session; 2) capture 2 to 3 key points about the topic(s); and 3) you list any specific questions you have about the content and how you will get answers to them (e.g. talk to a classmate, reread the readings, ask me, etc.). This can be written in the form of an annotated outline. To do this memo, I expect that you will first do the reading and assignments for the class to get the basic content, and then talk to classmates about what happened in the class in order to deepen your understanding of the content. The memo length is 500 words, and should be sent to me electronically before the next class meeting. Please do the memo before you consult me about what you have missed.

A note on electronic etiquette in class: I recognize that **laptops** are a fact of life, however using them inappropriately in class is disruptive. This is particularly true during discussions when it can interfere with listening and responding to other people’s ideas. It can seem—rightly or wrongly—that the screen is more important than what people are saying. Eye contact is central to listening and interacting. Therefore, I ask you to limit the use of laptops in class/lab to note-taking and consulting readings only. Even in these cases, I ask you to be aware of the impact on others—both those who are speaking and those who are listening. There may be times in class when I will ask you to put away your machine, and I trust you will accept this request.

It should go without saying that other on-line activities—emailing, texting or IM-ing, web browsing—are not appropriate during class. Finally, please be sure your **cellphone** is off and away during the class. I regret needing to specify these points, but unfortunately experience has shown that it is best to be explicit about these expectations. If you have questions or concerns, let me know.

To be clear on a couple of policies:

- Late assignments will be accepted with advance agreement.
- Any missed class needs to be made up before the next session (see procedure above).
- Missed classes affect participation, which may affect your final grade. Please note that if you miss three or more sessions-- classes, labs, or a combination-- you will be asked withdraw from the course.

V. COURSE SCHEDULE AND ASSIGNMENTS

The course schedule including the specifics of readings will be distributed separately.
Please note: Although some specific dates on assignments may change as we proceed in response to interests and progress, the course will follow the flow and organizational plan outlines below.

READINGS

The schedule of readings will be distributed separately. Since particular readings may be adjusted somewhat to respond to particular interests and needs, I prefer to announce the weekly reading assignments in class each week for the following week. The assignments and readings will be posted on Canvas in the Module of the week they are due.

In addition to the weekly readings, we will be using a book— Merriam & Tisdell. (2016). Qualitative Research: A Guide to Design and Implementation. Jossey-Bass/Wiley. NOTE: Please be sure to get the 4th edition-- pretty much in its entirety. Using a book has a couple of advantages. It brings together the fundamentals of qualitative research design. It provides a through-line, a consistent voice and way of thinking that can anchor you particularly in regards to the specific skills we will be working on in the course. And a core text can be helpful as a resource to consult after the course. As I emailed previously, you will need to have a copy of the book for assignments the week of January 20th.

**Class #2— (January 10th)
STANCE**

*Eisner, E. 1988. The primacy of experience and the politics of method. *Educational Researcher*, 17(5), 15-20.

*Peshkin, A. 1988. In search of subjectivity— One’s own. *Educational Researcher*, 17(7), 17-21.

**Class #3-- (January 15th)
PARADIGMS**

*Guba E. & Y. Lincoln. 1994. ‘Competing paradigms in qualitative research’ (pp 105-117)

*Shulman. 1988. ‘Disciplines of Inquiry in Education’ (pp 3-18)

LISTEN to: Fresh Air Interview w/ Charles King about *Gods of the Upper Air*

Class #4-- (January 17th)

Brizuela et al. 2000. *Acts of Inquiry*, Part One; Introduction (pp. 3-16) and one essay to be designated.

**Class #5 (January 22nd)
DATA & STRUCTURING RESEARCH QUESTIONS**

*Cheater, A. 1987. The anthropologist as citizen: The diffracted self. (pp 164-179)

Ezzy, S. 2002. *Qualitative Analysis*. From Chapter One. (pp. 1-15)

*Marton, F. 1981. “Phenomenography” *Instructional Science*. 10. (pp 177-200)

CLASS #6 (January 24th)

Maxwell, *Qualitative research design*, Chap 4 (pp 49-59)

Merriam & Tisdell, 2016. Qualitative Research: A Guide to Design and Implementation. Chapters 1 (pp. 3-21)

Swaminathan & Mulvihill. Critical Approaches to Questions in Qualitative Research. Chapter Two (pp. 18-33).

Class #7 (January 29th)

OBSERVING

Merriam & Tisdell. 2016. Qualitative Research, Chap 6 (pp. 137-161)

*Patton, M. 1990. Qualitative evaluation and research methods. On negotiating entry: pp 250-269; Observing: pp. 200-227

CLASS #8 (January 31st)

Boglan & Bicklan 1982. Qualitative research in education. [Field notes] pp. 74-93

**Class #9 (February 5th)
STRUCTURED INTERVIEWING**

Merriam & Tisdell. 2016. Qualitative Research. Chap 5 (pp. 107-136)

*Mishler, E. 1986. Research Interviewing: Introduction & Chapter 1 (pp. 9-34)

CLASS #10 (February 7th)

Aurini, Heath, & Howells. 2016. The How To of Qualitative Research. (pp 80-83; & 92-104)

**Class #11 (February 12th)
OPEN-ENDED INTERVIEWING**

*Rubin & Rubin. 1995. Qualitative interviewing: The art of hearing data. Chapters 6 & 7 (pp. 122-167)

CLASS #12 (February 14th)

Aurini, Heath, & Howells. 2016. *The How To of Qualitative Research*. (pp 109-115)
Bucholtz. 2000. “The politics of transcription” *Journal of Pragmatics* 32, pp.1439-1465

**Class #13 (February 19th)
DOCUMENTARY DATA**

*Boglan & Bicklan. 1982. *Qualitative research in education*. pp. 102-109.

Drawings

Haney, W. M. Russell, & D. Bebell. 2004. “Drawing on education: Using drawings to document schooling and support change” *Harvard Educational Review* 74, 3. (241-271).

Wheelock, A, Bebell, D., & Haney, W. 2000. “Student self-portraits as test-takers: Variations, contextual differences, and assumptions about motivation”. *Teachers College Record* (on-line)

Photovoice

Strack, R. C. Magill & K. McDonagh. 2004. “Engaging youth through Photovoice”. *Health Promotion Practice*, 5 (49). Pp.

Wang, C. & M. Burris. 1997. “Photovoice: Concept, methodology, and use for participatory needs assessment”. *Health Education and Behavior*, 24. (3). Pp 369-387.

CLASS #14 (February 21st)

Merriam & Tisdell. 2016. *Qualitative Research*, Chap 7 (pp. 162-189)

**CLASS #15 (February 26th)
DATA ANALYSIS & GROUND THEORIZING**

Charmaz, K. 2004. “Grounded theory”. (pp. 496-506 only).

Maxwell, J. 2012. “The importance of qualitative research for causal explanation in education” *Qualitative Inquiry* 18 (8). Pp. 655–661

*Strauss, A. & J. Corbin. 1994. “Grounded theory methodology.” Chapter 17 (pp. 273-285)

CLASS #16 (March 11th)

VALIDITY

Creswell, J. 2008. *Qualitative Inquiry and Research Design* (2nd edition) from Chapter 8. (pp 147-155 only)

Hesse-Beber. S. 2011. *The Practice of Qualitative Research*. (pp 302-310)

*Maxwell, J. 1992. “Understanding and validity in qualitative research”. *Harvard Educational Review*, 62 (3). 279-330

MOVED ONLINE- Adjusted reading assignments to once a week

CLASSES #17 - #18 (March 18th – 20th)

SAMPLING

Aurini, et al. *The How to of Qualitative Research*. (pp 54-60)

Merriam & Tisdell. *Qualitative Research: A Guide to Design and Implementation*. (p. 95, bottom to p. 103)

Patton. *Qualitative Research Methods*. (p. 166 ‘Units of analysis’ to p. 186 ‘Methodological Mixes’)

CLASSES #19 - #20 (March 25th – 27th)

CASE STUDY DESIGNS

Bartell & Vavrus. 2017. *Rethinking cased study research: A comparative approach*. Chapter 2- *Case Studies- An overview*. (pp. 27-47)

*Yin, R. 2003. *Case study research: Design and methods*. 2nd edition Chapter 2 (pp. 19-55).

SKIM: Bartell & Vavrus. 2016. Transversing the vertical case study: a methodological approach to

studies of educational policy as practice. *Anthropology & Education Quarterly*, 45 (2). Pp. 131-147.

**CLASSES #21 - #22 (April 1st – April 3rd)
DBR & HEURISTIC DESIGNS**

Freeman D. & C. Cameratti. (2019) “Research by Design”: Forms of Heuristic Research in English Language Teaching. In: Gao X. (ed) *Second Handbook of English Language Teaching*. Springer: Cham. Pp. 1007-1024.

*Anderson, T. & J. Shattuck. (2012). “Design-based research: A decade of progress in education research?” *Educational Researcher*, 41. (1), pp. 16–25

McKenney, S & T. Reeves. (2019) *Conducting Educational Design Research*. (2nd edition). New York: Routledge. Chapter One (pp 6-31).

**CLASSES #23 - #24 (April 8th – April 10th)
DBR & HEURISTIC DESIGNS**

Creswell, J. (2015). *A Concise Introduction to Mixed-methods Research*. Thousand Oaks CA: Sage. Chapter One- “Basic features of mixed- methods research” (pp 1-8); Chapter Four- “Basic and advanced mixed methods designs.”

Watkins, D. & D. Gioia. (2015) *Mixed methods Research*. New York: Oxford. Chapter One- “First floor- An introduction to a ‘mixed’ way of thinking” (pp. 1-16); Chapter Two- “Second floor- Designing mixed methods studies.” (pp. 17-44)

**CLASSES #23 - #24 (April 15th – April 17th)
CLOSING**

Engestrom, Y. (2005). “Activity theory and the social construction of knowledge: A story of four umpires.” In *Developmental work research: Expanding activity theory in practice*. Berlin: Lehmanns Media. (pp. 159-169.)

MAIN ASSIGNMENTS

There will be two main and two shorter written assignments that you will submit for the course. These are summarized below. (The due dates are relatively stable, although they may be adjusted; see course schedule). There will also be short regular written assignments, usually weekly, which are less formal which are equally important to your work in the course. These are detailed in the Reading-reaction Memos and Task Memos below.

ASSIGNMENT	DETAILS	DATE DUE
	SHORT ASSIGNMENTS	
Reading-reaction Memos	Short 300-word responses to readings.	<i>As assigned per reading group</i>
Task Memos	Preparation and/or Follow-up on particular Labs	<i>As assigned; these build your thinking for the main assignments</i>
	MAIN ASSIGNMENTS	
1. Conceptualization (initial draft)	5-7 pages— Diagrams plus narrative	Sunday evening, January 26 th
2. ‘Notes to Self’ Memo	3 pages (750 words)	Friday evening, February 28 th
3. Logistics Memo	3 pages (750 words)	Sunday evening, March 22 nd
4. Research Design &	10 pages – Research Design	Draft design only: For review in class April 10 th

5. Analytic Essay	3-5 pages-- Analytic Memo	Revised design & essay Sunday evening, April 19 th
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MAIN ASSIGNMENTS: The five main assignments are described below in chronological order. Fuller details will be distributed in advance of each assignment. Because they function sequentially, and are intended to build on one another, it will not be feasible or advisable to ‘work ahead’. If this presents complications because of personal schedules etc., please speak with me.

1. **Conceptualization (initial draft)** is a working document for a problem or issue you would like to study. Due: Sunday evening, January 26th
2. **& 3. ‘Notes to Self’ & Logistics Memos:** These are two short assignments in memo form. The first asks you to reflect on what you are learning through and about doing the major practices of observing, interviewing, and working with documentary evidence. Notes Memo Due: Friday, February 28th. The second organizes your thinking about the logistics of site, sample, and data related to your research design. Logistics Memo Due: Sunday, March 22nd
4. **Research Design Proposal:** The culminating written assignment is a research proposal in which you lay out the design for a possible project. The proposal will be developed sequentially: First, a problem or issue in the Conceptualization above, then key decisions captured in the Logistics Memo, then a draft, which will be workshopped on April 10th, and finally revised in the final version. Due: Draft for in-class conferencing—April 10th in class; Final version—April 19th.
5. **Analytic Essay:** This essay reviews and summarizes your learning in the course.

SHORT ASSIGNMENTS: In addition to the work above, there will be short, written assignments to support your on-going work in class. While these ‘on-going’ assignments are less formal than their ‘major’ counterparts, they are equally important to your own learning and that of your peers. For this reason, they will be treated for the purposes of evaluation (care and preparation, timeliness, quality) just as the major ones. Please note that this means that although they are short and focused on specific aspects of course work, in most cases a ‘quick one draft’ submission may not suffice. There are two types of these short assignments:

- **Reading-reaction Memos** help to identify what you find central in the readings to prepare for class discussion. These are short (300 word/1 page) memos on designated aspects of a particular week’s material. These memos will be assigned in connection with certain—but not all—readings.
- **Task Memos** are either to prepare you for, or to follow-up on, work in some of the Lab sessions. I do not plan to review each of these memos, but will sample them. I expect you to treat these assignments as seriously as any other written work in the course.

Submitting Written Work: Please submit written assignments electronically via CANVAS.

V. GENERAL COURSE POLICIES & RELAYED INFORMATION

Communications

All course communications will be sent through your U-M email address. You are responsible for everything sent to that address. I expect that you will check your U-M email daily. If you use another email address, please make sure to configure your U-M account to forward all emails to that address.

Academic Integrity & Representing Others’ Ideas

As part of engaging with the readings and the core themes of this course, I expect you to explicitly draw on ongoing conversations in academic and public discourse in our discussions and in your writing. When you draw on ideas in others’ research in your written assignments, it is your responsibility to attribute that work correctly. For guidance about how to do this, please see the American Psychological Association’s *Publication Manual*. All university policies regarding academic integrity apply. The [Rackham student handbook](#)⁵ details rights and responsibilities:

Learning Support

If you believe you may need accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the UM [Office of Services for Students with Disabilities](#)⁶ ((734-763-3000) to help us determine appropriate accommodations. The Office typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential.

⁵ http://www.rackham.umich.edu/policies/academic_policies/

⁶ <http://www.umich.edu/sswd>