EDCP 798D
Data Analysis and Scholarly Writing

Thursdays, 1:30-4:00

EDUC 2101

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Benjamin 3214 suite

Office Hours: Tuesday or Fridays generally, see: http://bit.ly/1b6QuVa

Overview

This course will walk students through analyzing data for qualitative projects and writing up research findings. (Quantitative projects may be accommodated with the permission of the instructor.) Students will also learn guidelines for writing for academic journals." Pre-requisite for qualitative projects: An introductory qualitative methods course.

The goal of the class is to have you leave with a 25-30 page draft journal article that you could eventually present at a conference and/or submit to a journal. The class can support students who want to do a pilot for the dissertation OR who already have data and can use the structure of a class to do the analysis/write-up. We'll go through the steps of coding/qualitative data analysis, the writing up of findings, discussions of the journal submission process, and strategies for improving scholarly writing.

A requirement of the class is that you already have qualitative data collected, have access to a source of data, OR that you can have qualitative data collected by the third week of class (3-6 participants for a dissertation pilot, 8-12 if you want to submit to a journal, although smaller samples may be appropriate). The pace of this class is going to be intense. Look ahead at deadlines and plan accordingly.

Course Materials

PDFs on Canvas

Wendy Belcher’s “Writing Your Journal Article in 12 Weeks” available via Amazon or UMD Library system (suggest you borrow ASAP)

Expectations

Plagiarism. None!

Attendance policy: You are expected to attend class every week. Your participation grade will be adversely affected at three non-medically related absences, and you will be dropped from the class at five non-medically related absences. If you are repeatedly late, it will affect your participation grade negatively. Per university policy, you are allowed one non-documented medical-related absence. Future medically-related absences need a health professional’s documentation to count as excused. After four medically-related absences, the student and Dr. Park will discuss alternative arrangements for completing the class.

If you know that you are going to be absent the day of an assignment, it is expected that you will either turn it in earlier via email or that you will give a copy to a classmate to turn in. If you are gone due to an emergency, please contact me to make arrangements to turn your assignment in. If you need to request an extension (1 per semester, if that), you must contact me in advance. I will not accept late assignments under other circumstances.

If you have a disability that affects your participation in the course and/or need accommodations, please let me know ASAP. If you will need to miss class due to a religious holiday, please let me know by the second week of class.

Come ready with assignments done, readings read.

No accessing phones or electronic devices during class. Know your own weaknesses.

GRADERS

Full Paper: 40%
Conference Proposal: 25%
Paper Pre-Findings (Sept 29) Draft: 15%
Participation/Completion of Small Assignments/Providing Feedback for Others: 20%
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Have read BEFORE class</th>
<th>Assignment due in class</th>
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<tbody>
<tr>
<td>Week 1, Sept 1</td>
<td>Introduction to course and syllabus, discuss research interests/topics</td>
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| Week 2, Sept 8 | Memoing: It’s never too early. Writing plans. Review of Research Questions, Overview of the Lit Review. | Memoing article  
Belcher Week 1 on Starting a Writing Plan  
Research Questions: Maxwell Chapter 4  
Belcher Week 5 on Lit Review | Bring draft of research questions and lit review “map”/diagram that shows how your areas of literature inform your conceptualization of topic, be ready to talk through the gap that exists in the literature re: your research question/topic. (Make copies for class or put it on a PPT slide so we can talk it through) |
| Week 3, Sept 15 | Starting your article, reviewing the basics of qualitative research | Belcher Week 2 on Starting Your Article  
Auerbach Chap 2  
Creswell Chap 9-10 (Read carefully for qualitative section–Chap 10, go back and skim Chap 9)  
Grounded Theory/Constant Comparative Kolb | Write up notes on the qualitative research methods you will likely use, including design, sample, recruitment procedures, limitations, etc. and be prepared to share. |
| Week 4, Sept 22 | Elements of chapter 1: Framing the problem, addressing the “so what?” factor, revisit your research questions  
Theory and sensitizing concepts: To use | Why do I care?  
http://theprofessorisin.com/2012/11/30/why-are-there-no-elephants-a-common-grant-writing-error/ [not on ELMS]  
Creswell Chap 5, 6 on Intro/Purpose Statement | Write and bring rough draft of introductory sections including intro, research problem, significance statement, purpose statement, and research |
| Week 5, Sept 29 | Diving into coding, In-class coding exercises | Auerbach Chap 4, Chap 5  
Constant comparative method piece | Turn in draft of paper up to end of methods section (10-13 pages) |
|-----------------|-----------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------|
| Week 6, Oct 6   | Coding                                         | Reflecting on Coding, revisiting memoing  
Auerbach Chap 7: Developing “theory” through Coding | In class and homework:  
Code 3 transcripts by next week |
| Week 7, Oct 13  | Coding                                         |                                                                 | Make headway on coding transcripts |
| Week 8, Oct 20  | Trustworthiness                                | Auerbach Chap 8  
Freeman Standards of Evidence | Wrap up coding |
| Week 9, Oct 27  | Writing up Results!                            | Belcher Week 3: Advancing Your Argument  
Belcher Week 6: Strengthening Your Structure | Bring in rough draft of findings: two developed themes with quotations |
| Week 10, Nov 3  | Thinking about Discussion, the Bookends  
What Goes in a Conference Proposal, seeing an article from proposal to final | Belcher Week 7: Presenting Your Evidence  
Belcher Week 8: Opening and Concluding Your Article  
Read: “Asian Am Sororities” and “ASHE Survey Data” | Bring in flushed out outline of article structure (see pg 178) to class (but no need to rewrite sections already |

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Creswell Chap 3 on Theory
Bowen, Grounded theory and sensitizing concepts

Need to have interview transcripts TRANSCRIBED by next week!!!
| Week 11, Nov 10 | No class because of ASHE conference | Work on developing findings, start/continue developing paper and conference proposal drafts (think of it as condensing your paper draft) |  |
| Week 12, Nov 17 | Editing, writing a conclusion | Belcher: 10, and 11 | Work on drafts of article and conference proposal |
| Week 13, Nov 24 | Thanksgiving, we will not meet |  |  |
| Week 14, Dec 1 | Checking in | Belcher: Week 9 (Giving Feedback) | Due: Bring in draft of conference proposal to get feedback from each other and Dr. Park (print 2) Bring in draft of full (or near-full) article to swap with each other for feedback (print 1) |
| Week 15, Dec 8 | Presentations and celebrating | FINAL DRAFTS OF PAPER AND CONFERENCE PROPOSAL DUE by 12 PM on Tuesday Dec 13 in Julie’s Box (double-sided printing preferred, don’t forget page #s) and also sent via email |  |
RESEARCH PAPERS Research (or empirical) papers present the results of quantitative, qualitative, or mixed methods studies or report the findings of studies that use historical or philosophical methods. These studies are based on original data collection or secondary data analysis. Final research papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Research paper proposals should describe studies that are fairly mature both conceptually and methodologically, ideally with some preliminary data analysis and findings that are suggestive of the impact and significance of the research. Research paper proposals should describe as many of the following as are applicable, preferably in this order:

- Study objectives or purpose;
- Theoretical or conceptual framework;
- Study methods or modes of inquiry;
- Data sources or evidence;
- Preliminary results or conclusions; and
- Study significance.

Research paper proposals will be evaluated on:

- Contributions to knowledge (that is, the extent to which the study addresses an important problem and gap in current knowledge); Originality of the work;
- Quality of theoretical or conceptual frameworks and data sources, if applicable; Soundness of the research design, analysis, and/or interpretation;
- Reasonableness of the conclusions and implications;
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.); and
- Evidence that the research is near completion and that the paper will be completed by October 19, 2016.