



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 7573

Qualitative Methods for Public Affairs

Spring 2017, 3 Credit Hours

Thursday

5:45PM - 8:30PM

Page Hall 110B

Instructor: Dr. Jill Clark
Office: 210N Page Hall
Email: clark.1099@osu.edu
Office Hours: by appointment

Course Description and Objectives

This three credit hour course is designed to introduce students to a variety of strategies for research design, data collection, and data analysis which are empirical in nature but do not require quantification beyond the coding of data. The course has two main goals. First, to provide students with a working knowledge of various strategies employed in conducting qualitative research. To achieve this goal, we will review epistemological and theoretical foundations often employed in qualitative research. Additionally, we will use examples of different types of qualitative research designs, data collection strategies, and data analysis to gain a better understanding of these various approaches and their practical relevance. Second, to provide students with the basic skills and techniques researchers use to gather and analyze qualitative data. Furthermore, students will learn to apply these skills and techniques to design and conduct their own qualitative studies.

Objectives

This course is designed to address the following John Glenn College curriculum learning objectives:

- Methods 1 - Assess data quality and create surveys and sampling methods to address problems
- Methods 2 - Manage storage and retrieval of data
- Methods 4 - Seek and identify patterns in data
- Methods 6 - Support claims with statistically sound quantitative and/or qualitative evidence

More specifically, the objectives of this course are to:

- Possess a greater understanding of qualitative research;

- Design a qualitative study within an established tradition of inquiry;
- Conduct all phases of a qualitative study, including entry into the site or setting, data collection (e.g., interviews, observations), recording of data, data analysis, and data reporting; and,
- Present the results of their empirical research in a cogent and rigorous manner.

Readings

Required:

Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 987-1-4129-9530-6)

Yin, Robert K. 2016. *Qualitative Research from Start to Finish*. 2nd Edition. New York, NY: Guilford Publications, Inc. (ISBN 978-1-46251-797-8)

Kirk, Jerome, & Miller, Marc. 1985. *Reliability and Validity in Qualitative Research*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 0-8039-2560-3)

Saldana, Johnny. 2016. *The Coding Manual for Qualitative Researchers*. 3rd Edition. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1-84787-548-8)

Recommended:

Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4th Edition. Thousand Oaks: Sage Publications, Inc. (ISBN 978-1-4129-6099-1)

Morgan, David L. 1997. *Focus Groups as Qualitative Research*. 2nd Edition. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 0-7619-0342-9)

Franzosi, Roberto E. 2010. *Quantitative Narrative Analysis*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1-4129-2525-9)

Additional readings are made available to students online.

Students can access textbook information via the Barnes & Noble bookstore website:

www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

Course Requirements

Class Participation (10% of final grade)

This course will be organized as a seminar with an applied component. While I will prepare remarks for each meeting, we will spend most of the first half of the class time discussing the assigned readings. Hence, you are expected to come to class prepared to critically discuss the readings and how they relate to your substantive interests. In addition, on the first day of class, you will be assigned to lead one of the weekly discussions. This will entail bringing a set of thought-provoking discussion questions and facilitating a discussion. Questions should address key aspects of the assigned readings or anything that you find confusing, controversial, or that you would like to know how others think about it. You may draw on the weekly reflections, below. The second half of the class will often focus on an application of the material.

Weekly Reflections (10% of final grade)

From weeks 2-14, students are required to write short reflections on the assigned material. These reflections should be about 200-300 words. If you are not the first student to post their reflection, you must thoughtfully respond to one other person's post in addition to posting your own reflection. Students must post reflections for 10 of the 12 weeks (weeks 2-13). Contributions are due by noon on the class day. Late assignments will be penalized one-half letter grade per day. Each contribution is worth 1% point for a total of 10%.

Institutional Review Board (IRB) training (5% of final grade)

All students are required to complete the on-line IRB training before the class in which it is covered and turn in the Certificate of Completion, which will serve as proof that you completed the training. You must complete all required modules in the Basic Human Research Course. **The assignment is due by the start of the Week 3 class.**

Transcription (10% of final grade)

Each of you will be required to transcribe a half-hour of a recorded focus group. Refer to the transcription tips available on Carmen. **The assignment is due by March 1st at 5:45 PM.**

Data Analysis Study (20% of final grade)

For this assignment, students will be randomly assigned to teams and required to complete a data analysis of the transcribed qualitative data set completed in the previous assignment. The research questions to be addressed through the analysis will be provided by Dr. Landsbergen. You will be required to (1) individually develop a coding scheme of the data provided; (2) discuss the coding rubric with your team members and reach a consensus with regard to the coding rubric that should be employed in analyzing the data; (3) code the data using the coding rubric approved by the team; (4) discuss the results with the team members and solve any disagreements in the coding of the data; (5) write a short report that presents the research question, methods, results and conclusions. **The assignment is due by the start of Week 10 class.**

Presentation (10% of final grade)

Students are required to make a presentation on their data analysis study during **Week 10** of classes. Each group will have assigned max. 15 minutes for the presentation including the questions and answers session following the presentation. The actual presentation should be no less than 10 min. and no longer than 12 min. The order of the presentations will be established in class through random selection. Presentations shorter or longer than the allotted time will be penalized.

Fieldwork Study¹ (15% of final grade)

Students are required to complete a fieldwork study as part of their class requirements. You may choose one of the two options listed below. **The assignment is due by the start of the Week 13 class.**

Observational Study: Field observations are a primary data collection method used by qualitative researchers. Students must complete two hours of observational study at a site of their choice; e.g., public institution, non-governmental organization, for profit

¹ These exercises were copied, with permission, from Dr. Donna Haig Friedman's Spring 2014 course PPOLGL609/GER609L

organization, etc. Observation sites must be pre-approved by me by Week 11. Field observations are a primary data collection method used by qualitative researchers. As a researcher, you must decide what kind of role you will be taking, from a pure observational role (no interaction with those being studied) to that of a passive participant observer (as little interaction as possible) to that of a fully active participant observer (few/no limits on the level of interaction). Within one study, strategically assuming different roles in different study settings may make sense. This exercise is designed to enable you to carry out a field observation assuming one of these roles and subsequently to reflect upon your role as a researcher.

- Consider what it is that you wish to explore. Choose a setting that would provide you with a way to explore these areas of curiosity and is slightly outside your comfort zone.
- Immerse yourself in this setting, letting all of your senses loose.
- Find a way to document or make notations on your observations. You may want to differentiate your descriptive and interpretive notations. In some way, also document the personal feelings that arise regarding your role as a researcher during this observational event. You may want to physically bracket these personal feelings and your interpretive notations for easy retrieval later.
- Questions that may be useful in guiding your reflections: What research interest led you to pick this setting? What rationale did you use to determine the level of interaction you would have? How were your senses aroused? What surprised you? What did you find yourself looking at? What evidence do you have that you may have influenced the environment? What did you choose to record? What did you choose to ignore? Why? Did you sense or experience any reactions/dilemmas related to racial/cultural/class or gender similarities or differences among participants interacting in this setting or between yourself and those you were observing? What did you learn about yourself and about your research style and your values as a researcher? What dilemmas, if any, did you experience as you carried out the observation?
- Write a brief (1-2 single-spaced pages) narrative account, a reflective memo, that captures the flavor and detail of this observational experience, reflecting upon what you learned about the setting and the interactions you observed and your role.

Interview Study: Interviews, another primary data collection method used by qualitative researchers, are a vehicle for learning about the meaning that participants give to their lives and to events and interactions in their world and environment. First, gain consent to interview someone in the setting you chose for your field observation. Second, consider what it is that you wish to explore with this person and how you might best explore these issues. Third, determine ahead of time the level of pre-structuring that you will use for the interview and why. Construct an interview guide based upon this decision. When you are finished interviewing, write a brief (1-2 single-spaced pages) narrative account, a reflective member reflecting on the questions below. The interview protocol should be included in an Appendix along with your interview notes. The topic and interviewee must be pre-approved by me by Week 9.

Write a reflective memo on the interview process, responding to the questions below.

- Why did you pick this person as an interviewee? What were you trying to

understand and why? What do you know about how the interviewee knows what s/he knows?

- What dilemmas, if any, did you experience in trying to gain consent from him/her for the interview and for taping the interview?
- What rationale informed your decision regarding how to structure the interview? If you were to carry out such an interview again, how would you change the structure, format, and questions, if at all?
- How was this conversation different from or similar to an ordinary conversation between two people?
- Review the working assumptions you wrote down prior to carrying out the interview. What strategies did you use to place checks on yourself so that you would refrain from asking leading questions and be open to information that ran counter to your working assumptions? Describe one or two incidents during the interview in which you heard something from your interviewee that ran counter to your expectations? How did you handle these surprises and what did you learn from this?
- What else surprised you? What puzzles need follow-up? How does what you learned in this interview confirm or disconfirm other opinions/data you may have collected (via the field observation)?
- Upon reflection, how would you characterize your unique interviewing style? What do you know your communication skills and liabilities to be? How might you capitalize on your strengths and minimize your liabilities in your future qualitative research work?

Qualitative Research mini-Proposal (20% of final grade)

All students are required to prepare a qualitative research mini-proposal on a topic of their choice. This mini-proposal should be 10 pages, double-spaced in 12-point Times New Roman font. You should start thinking about this assignment earlier in the semester as writing a research proposal is a complex and time-consuming process. The research proposal should include the following parts:

The following outline is suggested¹:

- **Abstract:** A brief synopsis of the study aims, methods, and significance (the study's central argument).
- **Introduction:** Overall aims of study; background of issue; research focus
- **Research context:**
 - **Significance:** Brief review of what is known and not known about the issue; current public policy response to issue; importance of study given this context
 - **Conceptual model:** Conceptual framework underlying research plan, including application of framework to issue, relevant theories gleaned from review of the literature and your assumptions regarding the issue. Inclusion of a concept map is encouraged.
- **Research design:** Detailed description of research plan including: research questions; research approach (sampling plan, researcher relationship to study participants, data collection strategies); validity, reliability and ethical considerations.
- **References and any appendices.**

Topics must be pre-approved by me during **Week 7**. The assignment is **due April 28th by 5 PM**.

Grading and Assignment Calendar

| | |
|----------------------------------------|-----|
| Class Participation | 10% |
| Weekly Reflections | 10% |
| IRB Certification (due Week 3) | 5% |
| Topic for mini-proposal (due Week 7) | N/A |
| Transcription (due Week 8) | 10% |
| Data Analysis Study (due Week 10) | 20% |
| Presentation (due Week 10) | 10% |
| Field Study pre-approval (due Week 11) | N/A |
| Field Observation (due Week 13) | 15% |
| Mini Research Proposal (due April 28) | 20% |

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|----------|----|---------|----|------------|----|
| 93 – 100 | A | 80 - 82 | B- | 68 - 69 | D+ |
| 90 – 92 | A- | 78 - 79 | C+ | 64 - 67 | D |
| 88 - 89 | B+ | 73 - 77 | C | 63 & below | E |
| 83 - 87 | B | 70 - 72 | C- | | |

Late assignments will be penalized one-half letter grade per day.

Attendance Policy

While I expect you to attend class regularly, I will not take daily attendance. One of the purposes of this class is to help you build the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, much of the important nuance of the readings is brought out during classroom discussion. As such, regular attendance is strongly encouraged.

Digital Etiquette

Lap-tops, tablets and phones are not required for this class. Limit lap-top and tablet use in class for class purposes only (ex. note taking). Phones are not to be out or used in class except for cases of emergency. Please let me know if you need to have your phone out in class. If you think you may distract other students, consider sitting towards the back. If a student is distracting you, feel free to change seats.

Academic Misconduct Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling **614-292- 5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at **614-292-5766** and **24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit advocacy.osu.edu.

Student Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

SCHEDULE OF CLASSES

Week 1 (1/12). Introduction to Qualitative Research

- Denzin, Norman, & Lincoln, Yvonna. 2011. "Introduction: The discipline and practice of qualitative research." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 1-19). Thousand Oaks: Sage Publications, Inc.
- Yin, Robert K. 2016. *Qualitative Research from Start to Finish* (pp. 3-26). 2nd Edition. New York, NY: Guilford Publications, Inc.
- Suggested: Freedman, David. "On Types of Scientific Inquiry: The Role of Qualitative Reasoning." (Available at <http://www.stat.berkeley.edu/~census/anomaly.pdf>).

Week 2 (1/19). Epistemological and Interpretive Frameworks

- Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition (pp. 15-41). Thousand Oaks, CA: Sage Publications, Inc.
- Lincoln, Yvonna, Lynham, Susan & Egon, Guba. 2011. "Paradigmatic Controversies, Contradictions, and Emerging Confluences." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 97-128). Thousand Oaks: Sage Publications, Inc.
- Suggested: Olesen, Virginia. 2011. "Early Millennial Feminist Qualitative Research: Challenges and Contours." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 129-146). Thousand Oaks: Sage Publications, Inc.

Week 3 (1/26). Issues to Consider in Planning a Qualitative Study

- Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition (pp. 42-68). Thousand Oaks, CA: Sage Publications, Inc.
- Yin, Robert K. 2016. *Qualitative Research from Start to Finish* (pp. 27-115). 2nd Edition. New York, NY: Guilford Publications, Inc.
- Suggested: Sieber, Joan E. 1998. "Planning Ethically Responsible Research." In Leonard Bickman and Debra J. Rog (Eds), *Handbook of Applied Social Research Methods* (pp. 127-156). Thousand Oaks: Sage Publications, Inc.
- Suggested: Christians, Clifford G. 2011. "Ethics and Politics in Qualitative Research." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 61-80). Thousand Oaks: Sage Publications, Inc.

***IRB Assignment due by class time.**

Week 4 (2/2). Approaches to Qualitative Inquiry

- Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition (pp. 69-90 and 111-117). Thousand Oaks, CA: Sage Publications, Inc.
- Charmaz, Kathy. 2011. "Grounded Theory in the 21st Century: Applications for Advancing Social Justice Studies." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 359-380). Thousand Oaks: Sage Publications, Inc.
- Heron, John, & Reason, Peter. 1997. "A Participatory Inquiry Paradigm." *Qualitative Inquiry* 3(3), pp. 274-294.

Suggested: Monroe, Kristen. 2006. "Irene." In *The Hand of Compassion: Portraits of Moral Choice During the Holocaust*. (pp. 139-163). Princeton & Oxford: Princeton University Press.

Week 5 (2/9). Ethnographic and Case Study Research

Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition (pp. 90-107 and 118-124). Thousand Oaks, CA: Sage Publications, Inc.

Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4th Edition (pp. 2-23). Thousand Oaks: Sage Publications, Inc.

Week 6 (2/16). Data Collection in the Field

Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition (pp. 145-178). Thousand Oaks, CA: Sage Publications, Inc.

Yin, Robert K. 2016. *Qualitative Research from Start to Finish* (pp. 116-137 & 163-183). New York, NY: Guilford Publications, Inc.

Wood, Elisabeth. 2009. "Field Research." In C. Boix & S. Stokes (Eds), *The Oxford Handbook of Comparative Politics* (pp. 1-29).

Suggested: Barrett, Christopher B., & Cason, Jeffrey W. 1997. "The Logistics of Fieldwork," In *Overseas Research: A Practical Guide* (pp. 67-89). Baltimore: Johns Hopkins University Press.

Suggested: Emerson, Robert, Fretz, Rachel, & Shaw, Linda. 1995. "Processing Fieldnotes: Coding and Memoing." In *Writing Ethnographic Fieldnotes* (pp. 142-168). Chicago: University of Chicago Press.

Week 7 (2/23). Focus Groups

Short, S. 2006. "Focus Group Interviews." In E. Peregman and S. Curran, Eds., *A Handbook for Social Science Field Research*. Thousand Oaks: Sage Publications.

Watch clip from Mad Men: <http://www.youtube.com/watch?v=p4bXW7k7rFY>

Bloomberg. 2012. "Mad Men and the Odd Power of Focus Groups."

***Mini-proposal topic pre-approval.**

Week 8 (3/2). Data Analysis: Coding

Saldana, Johnny. 2009. *The Coding Manual for Qualitative Researchers* (pp. 1-21, 32-102, 108-191). Thousand Oaks, CA: Sage Publications, Inc.

Suggested: Charmaz, Kathy. 2006. "Coding in Grounded Theory." In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis* (pp. 42-71).

***Transcription due on 3/1 at 5:45 PM.**

Week 9 (3/9). Data Analysis: Disassembling, Reassembling, and Interpreting Data

Yin, Robert K. 2016. *Qualitative Research from Start to Finish* (pp. 184-245). New York, NY: Guilford Publications, Inc.

Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2nd Edition (pp. 179-211). Thousand Oaks, CA: Sage Publications, Inc.
Suggested: Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4th Edition (pp. 127-164). Thousand Oaks: Sage Publications, Inc.

NO CLASS ON 3/16 – SPRING BREAK!

Week 10 (3/23). Class Presentations of Data Analysis

***Data Analysis Study due.**

Week 11 (3/30). Conducting Interviews

Yin, Robert K. 2016. *Qualitative Research from Start to Finish* (pp. 137-150). New York, NY: Guilford Publications, Inc.

Herbert J. Rubin and Irene S. Rubin. 2011. *Qualitative Interviewing: The Art of Hearing Data*, 3rd Edition (pp. 1-12 & 115-148). Thousand Oaks, CA: Sage Publications, Inc

Feldman, Martha S., Bell, Jeanine, & Berger, Michelle Tracy. 2003. "Gaining Access for Interviewing." (Chapter 7) In *Gaining Access*. New York: Altamira Press.

McLellan, E., McQueen, K., & Neidig, J. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1), pp. 63-84.

Suggested: Jowett, Madeleine, & O'Toole, Gill. 2006. "Focusing Researchers' Minds: Contrasting Experiences of Using Focus Groups in Feminist Qualitative Research." *Qualitative Research* 6 (4), pp. 453-472.

***Fieldwork Study pre-approval.**

Week 12 (4/6). Observations and Archives

Yin, Robert K. 2016. *Qualitative Research from Start to Finish* (pp. 150-158). New York, NY: Guilford Publications, Inc.

Feldman, Martha S., Bell, Jeanine, & Berger, Michelle Tracy. 2003. "Gaining Access for Extended Observation." (Chapter 9). In *Gaining Access*. New York: Altamira Press.

Trachtenberg, Marc. 2006. "Working with Documents." In *The Craft of International History: A Guide to Method* (pp. 140-168). Princeton, NJ: Princeton University Press.

Suggested: Tjora, A. 2006. "Writing Small Discoveries: An Exploration of Fresh Observers' Observations." *Qualitative Research*, 6 (4), pp. 429-451.

Suggested: Fincham, B., Scourfield, J., & Langer, S. 2008. "The Impact of Working with Disturbing Secondary Data: Reading Suicide Files in a Coroner's Office." *Qualitative Health Research* 18(6), pp.853-862.

Week 13 (4/13). Reliability & Validity in Qualitative Research

Kirk, Jerome, & Miller, Marc. 1985. *Reliability and Validity in Qualitative Research*. Thousand Oaks, CA: Sage Publications, Inc.

Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five*

- Approaches*. 3rd Edition (pp. 243-265). Thousand Oaks, CA: Sage Publications, Inc.
- Lincoln, Yvonna, & Guba, Egon. 1985. "Establishing Trustworthiness." In *Naturalistic Inquiry* (pp. 289-331). Thousand Oaks, CA: Sage Publications, Inc.
- Seale, Clive. 1999. "Quality in Qualitative Research." *Qualitative Inquiry* 5 (4), pp. 465-478.
- Suggested: Tracy, Sarah J. 2010. "Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16 (10), pp. 837-851.
- Suggested: Johnson, Burke. 1997. "Examining the Validity Structure of Qualitative Research." *Education* 118 (2), pp. 282-292.

***Fieldwork Study due.**

Week 14 (4/20). Writing and Presenting a Qualitative Study

- Yin, Robert K..2016. *Qualitative Research from Start to Finish* (pp. 249-294). New York, NY: Guilford Publications, Inc.
- Creswell, John W. 2013. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Edition (pp. 213-240). Thousand Oaks, CA: Sage Publications, Inc.
- Richardson, L., & St. Pierre, E. 2005. "Writing: A method of inquiry." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research*. 3rd Edition., pp. 959-978). Thousand Oaks, CA: Sage Publications, Inc.

***Full Qualitative Research Proposal Due on April 28 by 5:45 PM.**