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Project Based Learning in a Sociology Qualitative Research Course: Campus Climate and Students' Strategies for Success

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Soc 301 Qualitative Research

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Land acknowledgement:

I would like to acknowledge that CSU San Bernardino sits in the traditional land of The San Manuel Band of Mission Indians, a federally recognized tribe of Serrano people in San Bernardino County, California. The band is made up of the Yuhaviatam clan of Serrano people, who have traditionally lived in the San Bernardino Mountains. Tongva people have also resided and continue to reside in the Claremont area and well into what is now called Rancho Cucamonga. Today, San Bernardino is home to many Indigenous peoples from across the world (Thanks to James V. Fenelon, Professor of Sociology, Director of Center for Indigenous Peoples Studies for his generous input).

Information at a glance

Paloma Villegas paloma.villegas@csusb.edu	Time: MW 2- 3:50PM Room SB129	Office Hours: MW 10-11:30 or email me to set up an appointment Office: SB 431	Course resources/Readings: CSUSB library &
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Text: Warren, C.A.B and Karner, T.X (2015) Discovering Qualitative Methods Ethnography, Interviews, Documents, and Images (3rd edition). Oxford University Press.

Course Information

This course provides students with hands-on experience conducting qualitative research.

We will explore research ethics debates, evaluate existing research, the benefits and challenges of specific qualitative research methods, and reflect on how to disseminate findings.

Please Note: The course employs project-based learning teaching strategies, meaning you will be working in groups throughout the term on a project related to your lived experience.

What we will do in the class:

Through the course we will work to

- Familiarize ourselves with qualitative research methodologies, the types of questions they are used to answer, and their strengths and limitations.
- Understand ethical and social concerns related to conducting qualitative research.
- Synthesize academic literature on a particular topic.
- Employ different methods of data collection and interpretation.
- Develop critical thinking, analysis, writing, and reflection skills.

To develop these skills, the course balances brief lectures, discussion, independent and group work. Remember that the course extends beyond the classroom and I am available to answer any questions or chat about course topics.

Assignments (see description below)

Assignment	Percent of grade	Due Date
Class Participation and Attendance	10 (.5% each)	Weeks 1-10
Blog	10 total (1% each)	Once per week for a total of 10 posts
Research topic and list of documents to analyze	5	April 10
Literature Review	10	April 19
Content analysis	15	May 3
Interview Guide	5	May 8
Interview Analysis	15	May 22
Final Paper and in-class reflection	30	TBD

Participation & Attendance

As co-collaborators in creating our learning space this term, we'll be relying on each other's informed, honest, and active involvement.

I hope you actively participate in this course. It is a great way for us to learn from each other. I try to include assignments, readings, and topics, that include authors and perspectives from diverse backgrounds. However, I welcome your feedback on ways this course can be made more inclusive, diverse, and equitable.

It's important to remember that different communities possess culturally specific norms about how to best engage in a conversation, and for us to make room for this expression. I that for some students, speaking in public is difficult. If you have any concerns about this, come and see me so that together we can work out the best way for you to participate.

Remember to listen and support your colleagues in their discovery of new ideas, questions, and their articulation of thought. We'll crowd source a list of conversational guidelines during the first week of classes.

Please note that research on this topic tells us that taking notes by hand improves recall and comprehension. However, I do not believe in banning technology in the classroom because it is *ableist*. It also assumes that students become distracted through their use of technology. Instead, my goal is to build an engaged and inclusive classroom together. Therefore, I ask that you consider your peers and use technology for course purposes only while we're together.

Attendance:

Attendance is very important to the class as we will be working on your research projects regularly. Attendance (and participation) will be measured through small writing assignments during class. The timing will vary so please make every effort to be in class and on time.

Blog: You will keep a blog on Blackboard that provides insight on your understanding of qualitative methodologies, your project, and how published research fits with what you are seeing, hearing, and experiencing. The blog is meant to be reflective and will be prove helpful when you write your final project. You should write in it at least once a week for approximately 200 words. The deadline is Friday 11:59 pm. You can attach quotes from the readings, pictures or anything else you find useful from class discussions, your own reflections and your peers'.

RESEARCH PROJECT

Much of the work you will be doing will be group work. Collaboration is an important skill we will build in this course. However, should any issues arise in your group, please contact me as soon as possible so I can support you in finding an effective resolution.

Research topic/ questions & documents to analyze

You will begin by working in your group to identify a research topic and questions, as well as plan the type of data you will use for your content analysis. I will provide specific instructions and discuss assignment during class.

Literature Review:

For this assignment, you will identify and evaluate existing literature related to your research topic, focusing on the

research questions/ goals posed; the research methods used; and findings provided. I will provide specific instructions and discuss assignment during class.

Content analysis

For this assignment you will be analyzing a set of documents (news articles, blog posts, images etc.) relevant to your chosen project. I will provide specific instructions and discuss assignment during class.

Interview guide

These are the questions you will ask participants during interviews. I will provide specific instructions and discuss assignment during class.

Interview Analysis

Once you have completed interviews, you will write up an analysis of the prominent themes that came up. I will provide specific instructions and discuss assignment during class.

Final Paper and Reflection

The culmination of your project will be your final paper. This will include an introduction, review of literature,

methods, findings, Analysis, Conclusion and Recommendations. You will submit this during the final exam, where you will also write up a final reflection of your research process.

GRADE SCALE:

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	74-76
C-	70-73
D+	65-69
D	60-64
F	<60

**Total
100 points for the course**

Format for all written assignments

- Double-spaced, 12-font
- 1-inch margins on all sides,
- Complete paragraphs
- No extra empty spaces between sections and paragraphs
- Include a title if appropriate
- Remember that regardless of how formal or informal the assignment, if you refer to anyone else's ideas, you should cite them. You can choose whatever citation style you prefer (examples include APA, MLA, ASA)

Assignment Submission

Assignments are due at the beginning of class through Blackboard. Remember to back up your work regularly to avoid computer issues. If

you have technical difficulties please call **(909) 537-7677**.

Late assignments

Traumatic events and unforeseen circumstances occur. Should your

assignment be late, I encourage you to submit it as soon as you can for partial credit. Late penalty is 5% per day including weekends. I count the electronic submission date. **Late Blackboard Blog posts are exempt from this policy they will receive a zero if late.** Please do not submit late assignments at the department office staff or under my door. If you are able, please contact me should you feel your assignment will be late.

Grade Appeals

My goal is to grade work in a fair manner, however, mistakes can happen. If it's a math error (e.g. grades not tallied up correctly) simply let me know. For more substantive appeals, carefully re-read your assignment, all guidelines and marking schemes, and all comments. You are welcome to submit appeals within a week of receiving your grade (should you need more time, please contact me). Submit a written explanation of why you think your grade should be increased with your original assignment, including all original comments.

Absences

If you have to miss any of our classes know that we will miss you. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards

Honor Code

We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and to offer credit to others for thinking of ideas before us. I believe that everyone in my course is fundamentally honest, and I will help you learn the conventions of academic integrity, such as citing sources correctly and being clear about where our own words begin and end. If you'd like to read more about the university's policy, visit [https://www.csusb.edu/sites/csusb/files/%28FSD96-12.R2%29Academic Dishonesty 0.pdf](https://www.csusb.edu/sites/csusb/files/%28FSD96-12.R2%29Academic%20Dishonesty%200.pdf)

A note: Videotaping and audio recording lectures is strictly forbidden without written permission from the instructor.

STUDENT RESOURCES

We are *whole* people, and will navigate the class as such:

I invite you to come have a conversation with me if you're finding any aspect of this course challenging. There are lots of reasons someone might experience a challenge and I can help with many of them.

I try to design my classes to be accessible to everyone, but there may be things I haven't thought of. I am happy to learn about these from you.

I have tried to anticipate where you may need a trigger warning, but if you have concerns or want to check that a particular trigger has been taken into account, please let me know. I am happy to provide that warning so that you can interact with class material safely, and on your own terms.

We may have strong emotional reactions to class material. I do not think of you as a brain in a jar but as a whole human being. Please come have

a conversation with me if you feel upset, confused, or angry

Note-taking techniques

<https://ww2.kqed.org/mindshift/2017/08/17/digital-note-taking-strategies-that-deepen-student-thinking/>

Campus services:

Computer Lab, in-person assistance:
<https://www.csusb.edu/its/support/technology-support/computer-labs>

Writing Center

For writing support, you can request a tutor from the CSBS Writing Lab (SB-354). <http://csbswritinglab.csusb.edu/>

There is also the CSUSB Writing Center (CE-310)
<https://www.csusb.edu/writing-center/students>

Services for Students with Disabilities
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a

disability/health consideration that may require accommodations, please feel free to approach me and/or Services for Students with Disabilities as soon as possible.
<https://www.csusb.edu/ssd>

The OBershaw DEN

The DEN serves to assist CSUSB students who face food insecurity or scarcity.
<https://www.csusb.edu/community-engagement/den>

Course schedule and topics

Note: this is tentative, some changes may occur.

Key:

CB= Course Book

CSUSB – Find online through library system

® Assigned reading

 Assignment due

<p>April 3 Introductions What is qualitative research? Why qualitative methods? Critical Reading Strategies -Homework: Annotate Syllabus</p>	
<p>April 8 Syllabus Annotation Results Research design Organize groups and Craft Group Contract</p>	

Discuss first assignment

Readings

- ® **CB** Chapter 1
- ® Yosso, T., Smith, W., Ceja, M., & Solórzano, D. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659-691

April 10

In class: Writing literature reviews

Visit from Librarian

Readings

- **CSUSB** Crisp, G., Taggart, A., & Nora, A. (2015). Undergraduate Latina/o students: A systematic review of research identifying factors contributing to academic success outcomes. *Review of Educational Research*, 85(2), 249-274.

✍ Assignment due: Research topic & documents to analyze

April 15 Analyzing Texts

Readings:

- ® **CB** Chapter 8
- ® **Internet** Braden, E. G., & Rodriguez, S. C. (2016). Beyond Mirrors and Windows: A Critical Content Analysis of Latinx Children's Books. *Journal of Language and Literacy Education*, 12(2), 56-83. <https://files.eric.ed.gov/fulltext/EJ1120285.pdf>

April 17

Analyzing Texts continued

Readings:

- ® Chapter 9 – Read pages 209-230 and 227-239.

✍ Assignment due Literature Review **Friday April 19**

April 22

Ethics, positionality, and reflexivity

Readings

- ® **CB** Chapter 2
- ® **Internet** American Sociological Association, Code of Ethics <http://www.asanet.org/code-ethics>

Extra credit: CITI Training: <https://www.csusb.edu/institutional-review-board/human-subjects-ethics-training>

<p>April 24 Ethics, positionality, and reflexivity</p> <ul style="list-style-type: none"> ® CSUSB Hurtado, A. (2003). Theory in the flesh: toward an endarkened epistemology. <i>Qualitative Studies in Education</i>, 16, 2, 215-225R 	
<p>April 29 Ethnography In class: conduct observation</p> <p>Readings:</p> <ul style="list-style-type: none"> ® Blackboard Armenta, A. (2018). Seeing Like a Cop, Writing Like a Critical Scholar. In <i>Doing Ethnography in Criminology</i> (pp. 9-19). Springer, Cham. ® Chapter 3 	
<p>May 1 Interviewing</p> <p>Readings:</p> <ul style="list-style-type: none"> ® Chapter 6 ® Interview tip sheet, read only 162-164: CSUSB HealeyEtten, V. and Sharp, S. (2010) Teaching Beginning Undergraduates How to Do an In-depth Interview: A Teaching Note with 12 Handy Tips <i>Teaching Sociology</i> 38(2), pp. 157-165. <p> Content analysis due Friday May 3</p>	
<p>May 6 Interviewing Continued Review Informed Consent Process Work on interview/ test interview questions</p> <p>Readings:</p> <ul style="list-style-type: none"> ® Internet Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. <i>The Qualitative Report</i>, 17(42), 1-10. 	
<p>May 8 Practice consent process</p> <p>Readings:</p> <ul style="list-style-type: none"> ® Sanchez, M. E. (2017). Perceptions of campus climate and experiences of racial microaggressions for Latinos at hispanic-serving institutions. <i>Journal of Hispanic Higher Education</i>, 1538192717739351. <p> Interview Guide due</p>	

<p>May 13 Conduct interviews</p> <p>Readings: <ul style="list-style-type: none"> ® CSUSB Enriquez, L. (2011). "Because we feel the pressure and we also feel the support": Examining the educational success of undocumented immigrant Latina/o students. <i>Harvard Educational Review</i>, 81(3), 476-500. </p>
<p>May 15 Transcription</p> <p>No reading assigned but please bring a 1 page (double spaced) transcribed interview excerpt to discuss in class. Conduct interviews</p>
<p>May 20 Analyzing Interviews</p> <p>Readings: <ul style="list-style-type: none"> ® Chapter 9 </p>
<p>May 22 Analyzing interviews</p> <p>Readings: <ul style="list-style-type: none"> ® Internet Berkowitz, S. (1997) "Chapter 4: Analyzing Qualitative Data," in <i>User-Friendly Handbook for Mixed Method Evaluations</i>, edited by Joy Frechtling and Laure Sharp, prepared for the National Science Foundation. <p> Interview Analysis due</p> </p>
<p>May 27 Memorial day no class</p>
<p>May 29 No formal class meeting Work on revising previous assignments for final paper</p> <p>Readings: <ul style="list-style-type: none"> ® CB Chapter 10 </p>
<p>June 3 Writing up Foregrounding a Research Framework in your Writing</p> <p>® CB Chapter 10</p>
<p>June 5 Audience & Revision Writing for a Broad Audience</p> <p>Readings: Read sample student papers https://www.utoronto.ca/immigrantscarborough/fall-2017</p>

May 10 Audience & Revision continued

No reading assigned. Bring your past assignments and final paper draft to work on in class.

Final exam date TBD

 Paper Due

In class reflection