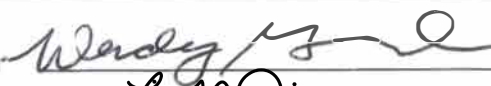
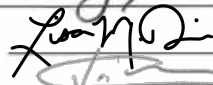


FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department School of Criminology and Criminal Justice College College of Social Work and Criminal Justice (To obtain a course number, contact erudolph@fau.edu)			
Prefix CCJ Number 6709	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Select one Lecture	Course Title Qualitative Research Methods in Criminal Justice	
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular ☒ Sat/UnSat ☐	Course Description (Syllabus must be attached; see Guidelines) This course is an opportunity to learn and apply key components of qualitative research, including planning and preparing impactful qualitative research projects, conducting fieldwork (online or in person), collecting and analyzing qualitative data, and communicating results effectively through publication and presentation. Students will first synthesize their interests in criminology and criminal justice (broadly defined) to actions they can take or social areas they can access to develop their own research questions. They will then collect or develop their own qualitative data set either online.		
Effective Date (TERM & YEAR) Summer 2022				
Prerequisites		Corequisites	Registration Controls (Major, College, Level) College of Social Work and Criminal Justice, Graduate Level	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course				
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here (1) Saldaña, J. (2014). Thinking qualitatively: Methods of mind. Sage Publications. (2) Tracy, S. J. (2013). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact. John Wiley & Sons.		
Faculty Contact/Email/Phone Gabriel Cesar/cesarg@fau.edu		List/Attach comments from departments affected by new course		

Approved by Department Chair  College Curriculum Chair  College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 2/11/2022 2/10/22 03-07-2022 _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.



COURSE SYLLABUS:
Qualitative Research Methods in Criminal Justice

COURSE# CCJ 6709

3 CREDIT HOURS

FACULTY INFORMATION:

Gabriel T Cesar, PhD

Assistant Professor

School of Criminology and Criminal Justice

Email: cesarg@fau.edu

COURSE MEETING TIMES AND LOCATION:

Online only due to COVID-19

Zoom Lecture/Discussion: Thursdays 6:30-9:20

9 January 2021 – 30 April 2021

COURSE DESCRIPTION:

This course is an opportunity to learn and apply key components of qualitative research, including planning and preparing impactful qualitative research projects, conducting fieldwork (online or in-person), collecting and analyzing qualitative data, and communicating results effectively through publication and presentation. Students will first synthesize their interests in criminology and criminal justice (broadly defined) to actions they can take or social areas they can access to develop their own research questions. They will then collect or develop their own qualitative data set either online through social media, legal documents, governmental reports, or other sources. By the end of the course, students will be conceptually sorting and thematically analyzing that data, and writing up results and reflections from their experiences.

LEARNING GOALS: Upon successful completion of the course, students should be able to:

1. Develop contextual criminology and criminal justice research that matters
2. Be proficient in discussing and applying key concepts of qualitative research
3. Develop sound and compelling research proposals
4. Contextualize, conduct, and document field research ethically online and/or in-person
5. Plan, design, and conduct interviews/observations online and/or in-person
6. Analyze qualitative data
7. Develop, maintain, and communicate qualitative quality and methodological rigor
8. Present qualitative results and reflections verbally and in academic writing with an eye toward publication

REQUIRED BOOKS (2):

Saldaña, J. (2014). *Thinking qualitatively: Methods of mind*. Sage Publications.

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons.

OTHER REQUIRED RESOURCES:

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer, up-to-date within the last 5 years. Please note, ***mobile devices such as tablets or smartphones are not recommended for use with Canvas***. The Canvas mobile app can be used for occasionally checking on the course, but the mobile app will not display the course in its entirety. You must access the course regularly from a full-featured laptop or desktop computer.
- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing Canvas. *Internet Explorer is not recommended for use with Canvas*.
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Video camera, microphone and speaker attached to your computer

You are responsible for having a reliable computer and internet connection throughout the course. These are available to students at multiple locations at all campuses.

OPTIONAL RESOURCES

Several qualitative analysis tools available free or via FAU, including: MS Suite; Atlas Ti; Tableau;

OFFICE HOURS:

Our weekly Zoom meetings will allow us to stay in touch, communicate in real time, and address any questions you may have as the semester progresses. If you would like to chat after class on Zoom, we can do so. If you have questions between classes, please feel free to email me! If you would like to schedule a one-on-one meeting via video, we can schedule that as well, just reach out to me and we can set up a time!

I will do my best to respond to emails within 24 hours. Often times, a quick email exchange can go a long way, and I am always happy to help. In any class, communicating with professors is an important component of success. Please do not hesitate to email me with any questions, comments, or points of clarification that may arise as we proceed through the semester. Like I said, I am always glad to help, however I can.

Please use only your FAU.edu email for the purposes of this course. This is important for both information security and student privacy. Emails from non-FAU email addresses may not be prioritized as a class-related message, or may end up in a SPAM folder. Most importantly, an FAU.edu email address is the only way to be sure I am communicating with a student.

The most organized, effective, and professional emails all start with clear and concise subject lines. When emailing me, please make sure you include our course number, and whether you are in an online or in-person class. That will help me prioritize and process your email. It is also a great habit to get into. As you move from well-organized student to highly-effective professional. If you have questions let me know!

COURSE PREREQUISITE(S): Graduate standing

STATEMENT OF WORKLOAD EXPECTATIONS:

This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

LEARNING ACTIVITIES:

1. Weekly Reading Assignments

Weekly reading assignments are taken from the required books specified above, and peer-reviewed journal articles available for free to us as FAU students and faculty. All assigned readings may be covered on any quizzes, exams, or other assessments. You are expected to complete assigned readings before taking before the class indicated in the course schedule (as needed to have the class discussions discussed below). Other reading assignments or suggestions may come from web-based resources. You may also need to access peer-reviewed research for yourself using The FAU online Library (i.e. ONESearch). Each week, you should expect to read one chapter of each book (2 chapters total), and one journal article that offers a real-world example of the concepts covered by the book.

2. Weekly Class Lecture/Discussions

In addition to lectures and readings, our class will involve discussions online via Canvas. It is important that students not only read the material, but also have time to ponder and make sense of the material. Class discussions help students exchange ideas, and also to explore avenues of inquiry that may have been missed by the readings or the professor. Class discussions are an excellent opportunity for students to synthesize course material and contribute to the development of the course. They are also an opportunity to organize your thoughts and prepare for quizzes, and the final paper.

Students are expected to participate in the Discussion each week. There will be lectures, but the format will be discussion-based. As graduate students, there is a strong expectation that you have done the readings before class, and given yourself time to process what you have read, and synthesize those concepts with your previous experience and plans for the future. That said, I expect students in this class to come prepared to reflect on the weekly material, ask and answer questions, and participate in the weekly discussions. If lack of class participation proves to be an issue as the class progresses, I reserve the right to implement graded weekly quizzes and/or written discussion boards to prompt participation and ensure readings are completed. I would rather avoid that. Again, as graduate students, we should all be here to learn and develop our professional skill sets.

As a final note, our weekly lecture/discussions will be held on Zoom. I encourage cameras be turned on (because that makes the Zoom meetings more socially engaging and a bit closer to real-life classes), but it is not required. I have a one-year old kid running around over here, so I understand that sometimes cameras need to be off. My kid will probably interrupt a class or two, as will some of your families and/or pets. My goal is to have a constructive, inclusive, laidback (but professional) Zoom environment. Many of us would rather do class in-person, but until it is safe, this is our life. Participation in class lecture/discussions does not require your camera to be on. But it does require you to be engaged with the class session as it progresses, and attentive/aware of the

details from the readings and lectures. I encourage questions as comments as the lecture/discussions progress. I will also call on students to reflect on readings, concepts, and the progress of their final projects.

3. Weekly Exercise Papers

Each week, one exercise from one of that week's book chapters or journal article will be due. Those exercises are designed to apply the concepts of qualitative research to your own professional development, so they are crucial. These assignments are to be submitted via Canvas before the date and time of the class for the week it is due. To review what some of these exercises look like, you can explore the assigned books. Again, all of them will not be assigned, but one from one of the sources will be due each week. Grades on the Weekly Exercise Papers will correspond to the cut-offs listed in Table 2.

*****All writing assignments should be submitted to Canvas as a Microsoft Word document, and in accordance with APA formatting guidelines. Pro Tip: If Word puts any type of line under any parts of your paper, right click it and correct it!**

At this level of your career, I expect that you are able to properly and consistently format academic papers, and to submit grammatically sound writing assignments. If you struggle in your writing, I suggest trading papers with a colleague in class. Proofreading another student's work helps improve your own writing, and also helps out your colleague. At the same time, an outside eyeball on your work often helps identify small mistakes that you might have missed.

4. Final Project: Proposal, Data Set, Presentation

The final project consists of three assignments: two (2) gateway assignments and one (1) final presentation as indicated by the list below. Grades on the Weekly Exercise Papers will correspond to the cut-offs listed in Table 2.

1. Project Proposal Paper: Due Week 5
2. Data Set: Due Week 9
3. Final Presentation: Due Week 13

1. Project Proposal Paper

Your Project Proposal Paper will detail the scope of your data collection project, which will constitute the most important assignment of the class. We will talk extensively about this in class, and Chapter 5 of the Tracy book focuses on this directly. The Proposal for this class will center on three main themes:

1. Your research question
2. Your data collection methodology
3. What you plan to do with the data, and why it is important

2. Data Set

The Data Set assignment is a key component and benefit of the class because it will give you the opportunity to actually DO qualitative research, instead of just reading about it. The scope of our data collection projects will not require IRB approval (because they are for a class, not for other research), but we will learn about the formalities, regulations, and practical concerns in collecting data. At the end of the class, you will have a qualitative data set, and at least an initial understanding of the analysis of the data. The quality of your data set will depend on the time, effort, and attention to detail you put into your work.

3. Final Presentation

Your final presentation is an opportunity for you to present your work from this semester to your colleagues in class and your professor. You will prepare and present a PowerPoint presentation that describes key ideas from your project:

1. What was your research question?
2. What data did you collect? How did you collect it? Why did you decide on that?
3. What challenges did you face in collecting your data set?
4. How did your data collection address your research question?
5. What emergent themes did you encounter in your data?

SUBMITTING ASSIGNMENTS

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email. Your written assignments should be submitted in Microsoft Word documents, and should follow APA formatting guidelines.

ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

1. Academic Dishonesty – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official Policy on Cheating and Plagiarism for more details about the consequences of academic dishonesty.
2. Copyright – All class materials (e.g., quizzes, exams, images, lectures) are designed by the instructor and are the intellectual property of the instructor. These materials are protected by federal copyright law [Title 17, U.S. Code]. The use of these materials is strictly reserved for this classroom environment and your use only. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. This means you **CANNOT** upload any of the course

material to “study sites or apps” such as: CourseHero, Socratic, Quizlet, Koofers, StudyBlue, and similar sites/apps. Written permission must be secured from the instructor to sell the instructor’s oral communication in the form of notes. Notes must have the note-taker’s name, the instructor’s name, the course number, and the date.

3. Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
4. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
5. Code of Academic Integrity: You do not need or want to cheat. **Bad things may happen if you cheat.** DO NOT CHEAT. Students at FAU are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. See [University Regulation 4.001](#) for more info.
6. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
 - a. Direct Quotations – As a general rule, direct quotes should be avoided. It is almost always better to explain something in your own words, and then cite your source so your source. Especially in writing for class, where your goal is to demonstrate mastery of the material and ideas under consideration. Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
 - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else’s.
 - c. Using Other’s Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.

- d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

RELATIVE WEIGHTS OF GRADED ASSESSMENTS:

Table 1: Graded Assessments and their Values

Attendance/Participation	10%
Weekly Assignments	30%
Project Proposal	20%
Data Set	20%
Final Presentation	20%
TOTAL (FINAL GRADE)	100%

FINAL COURSE GRADING SCALE:

Table 2: Grading Scale

Average Between	Equals
94.00% and 100.00%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

SPECIAL LEARNING NEEDS:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Please let me know if you have any questions regarding this process.

DUE DATES:

Planned Excused Absences – In an online course, there is more flexibility in when lectures and other learning materials are accessed, compared to a face-to-face course, but **the course due dates are not flexible**. If you know that a future event will interfere with your ability to complete course work, you are encouraged to contact the instructor to make arrangements for completing the assignments. Provided that student informs the instructor of the reason for the absence at least one week in advance of the absence, the instructor will attempt to make arrangements, only when absences are due to any of the following three reasons:

- a. religious reasons;
- b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

LATE SUBMISSIONS:

Written assignments are to be submitted by the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided.

MAKE-UP WORK:

If you are seriously ill or you are injured in a manner that prevents you from completing your work, you should email me to let me know that you are sick or injured as soon as possible. The same is true for the death, injury, or serious illness of an immediate family member. Please be advised that for missed work based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.

(CW/TW) CONTENT WARNING:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. ***If you have experienced criminal victimization or some other type of trauma in your past that you feel may impact your ability to fully participate in the class, please notify me as soon as possible if we are covering material that causes you to experience distress. Students are responsible for any***

material presented in the course. In the alternative, if after discussing the situation with me you are completely unable to engage with the material, we can explore the option of an alternate assignment.

If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- **Disruptive Behavior Policy Statement:**

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Student Conduct Policy <http://www.fau.edu/studentconduct/>

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of ‘W’ or ‘E’ when the student’s behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs.
- Please use proper grammar, spelling, and punctuation in all course-related communications, whether that is in the discussion boards, emails to the instructor, or assignments. “Text lingo” and other invented spellings are not allowed.
- What to Call Me – Please refer to me as Professor Cesar.

OTHER IMPORTANT POLICIES:

Drop/Withdrawal Policies – For information on dropping/withdrawing from a class, check with your advisor and review the university calendar for deadlines.

1. Copyright – All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor's oral communication in the form of notes. Notes must have the note-taker's name as well as the instructor's name, the course number, and the date.

SEXUAL VIOLENCE AND HARASSMENT:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

SUPPORT SERVICES AND ONLINE RESOURCES

Office of Information Technology Online Help Desk:	Link to FAU Help Desk
FAU Libraries:	Link to FAU Library
Center for Learning and Student Success:	Link to FAU Center for Learning
University Center for Excellence in Writing:	Link to FAU Excellence in Writing
Office of Undergraduate Research and Inquiry:	Link to FAU Undergraduate Research
Student Accessibility Services:	Link to FAU Student Accessibility Services

Below is a tentative schedule for the semester. While some of the weekly content may change depending on the interests, needs, and progress of the class, this schedule will help you orient your schedule and expectations for the semester.

Week 1 (January 14): Introductions & First Assignment

My & Students' Experience, Research Interests, Future Goals

Syllabus

Project Topics

Locating Peer-Reviewed Research

GOOGLE Scholar

FAU Library

Week 2 (January 21): Developing Contextual Research that Matters

Assigned Readings:

1. Tracy Chapter 1
2. Cesar & Decker, 2018

DUE: Weekly Exercise Assignment: Exercise 1.2 in Tracy (2013) on page 18

Week 3 (January 28): Entering the Conversation of Qualitative Research

Assigned Readings:

1. Tracy Chapter 2
2. Saldaña Chapter 1
3. Decker, 2000

DUE: Weekly Exercise Assignment: Exercise 2.2 in Tracy (2013) on page 35

Week 4 (February 4): Proposal Writing: Explaining your Research

Assigned Readings:

1. Tracy Chapter 5* (Out of order by Professor design)
2. Saldaña Chapter 2
3. Christian, 2005

DUE: Weekly Exercise Assignment: Exercises 1, 2, and 3 in Saldaña (2015) on page 44-45

Week 5 (February 11): Paradigmatic Reflections& Theoretical Foundations

Assigned Readings:

1. Tracy Chapter 3
2. Saldaña Chapter 3
3. Oliveira, 2019

DUE: Weekly Exercise Assignment: Exercise 5 in Saldaña (2015) on page 64

DUE: RESEARCH PROPOSAL

Week 6 (February 18): Fieldwork & Fieldplay

Assigned Readings:

1. Tracy Chapter 4
2. Saldaña Chapter 4
3. Holt et al., 2010 Considering Pedophile Culture Online

DUE: Weekly Exercise Assignment: Exercise 2 in Saldaña (2015) on page 76

Week 7 (February 25): Field Roles, Fieldnotes, Field Focus

1. Tracy Chapter 6
2. Saldaña Chapter 5
4. Decker & Smith 2015 Conversation with Street Daddy

DUE: Weekly Exercise Assignment: Exercise 3 in Saldaña (2015) on page 91-92

Week 8 (March 4): Interview Planning & Design

Assigned Readings:

1. Tracy Chapter 7
2. Saldaña Chapter 6
3. Topalli, Brezina, & Bernhardt, 2012

DUE: Weekly Exercise Assignment: Exercise 7.2 in Tracy (2013) on page 144

Week 9 (March 11): Interview Practice: Embodied, Mediated, & Focus Group Approaches

Assigned Readings:

1. Tracy Chapter 8
2. Saldaña Chapter 7
3. TBD

DUE: Weekly Exercise Assignment

Week 10 (March 18): Data Analysis Basics

1. Tracy Chapter 9
2. Saldaña Chapter 8
3. Patton et al., 2019

DUE: Weekly Exercise Assignment

DUE: DATA SET

Revised March 14, 2022

Week 11 (March 25): Advanced Data Analysis

1. Tracy Chapter 10
2. Saldaña Chapter 9
3. Kubrin, 2005

DUE: Weekly Exercise Assignment

Week 12 (April 1): Qualitative Quality

1. Tracy Chapter 11
2. Saldaña Chapter 10
3. Tracy, 2010

DUE: Weekly Exercise Assignment

Week 13 (April 8): Writing Part 1 – The Nuts & Bolts

1. Tracy Chapter 12
2. Saldaña Chapter 11

CHECK-INS: Individual Progress toward Final Project
Questions, Concerns, Plans

DUE: Weekly Exercise Assignment

Week 14 (April 15): Writing Part 2 – Drafting, Polishing, & Publishing

1. Tracy Chapter 13

DUE: Final Paper & PowerPoint

Student Presentations

Week 15 (April 22): Qualitative Methodology Matters – Exiting & Communicating Impact

1. Tracy Chapter 14

Student Presentations
