HSD 500: Case Study Research: Design and Methods  
Spring 2016 Syllabus

Logistics
Instructor: Dr. Lekelia Jenkins  
Meeting Times: Thursdays 3:00-5:45  
Location: Tempe INTDSB B366  
Office Hours: by appointment (kiki.jenkins@asu.edu)

Course website:

Course Description
Case study is a much used term in research, however the specifics of the method vary widely between fields. Furthermore, the method is often faulted for lack of rigor. The weakness of many case study research projects is not inherent to the method, but rather due to poor training in and application of cases study research techniques. This course will provide in-depth training in case study theory, design, and methods. Through readings, discussions, exercises, and mini-lectures, students learn through hands-on practice how to select units of analysis, control data quality, and collect, analysis, and report data, etc. At the conclusion of the course, students will have completed a pilot case study on the topic of their choice. For this reason, the course is ideal for exploring prospectus ideas or beginning analysis of thesis research.

Course Goals
By the end of the course, students will demonstrate the ability to:
1. Apply the theory of case study method of research to the practice of case study research.  
2. Operate qualitative data analysis software.  
3. Design, conduct, and analyze a case study of their choice.  
4. Present research both orally and in writing.  
5. Operate software and apply techniques for virtual communication and work.

Textbooks

Grading
15% - pre-class assignments  
10% - participation  
20% - preliminary findings presentation  
10% - final paper peer review  
45% - final paper

Pre-class assignments
To engage adequately in the discussion it is critical that students complete the readings and pre-class assignments. Failure to do so will be evident in the quality of your comments and questions and could negatively affect your grade participation grade (see below). Unless otherwise noted, responses to each exercise/activity should be 1-2 paragraphs. Also pre-class assignments will be collected and given either 0, 1, or 2 points. Two points will be given for assignments that are
complete and exhibit reasonable effort resulting in a product appropriate for a novice. One point will be given for assignments that are not complete or exhibit only marginal effort. Zero points will be given to assignments that are not submitted at the beginning of the scheduled class time. If you will be absent, you must make arrangements to submit the assignment on time. In general, late assignments will not be accepted, but allowances for documented emergencies will be made on a case by case basis. However, such allowances much be requested in advance if at all possible or as soon as is feasible, whichever is sooner.

Participation
Your participation (in-class and/or on-line) score will be based 1/3 on self-assessment, 1/3 on instructor assessment, and 1/3 on the average of peer assessments. At the end of the quarter, you will assess yourself and each of your peers with the following rubric (an ungraded mid-semester assessment will alert you to you potential participation score and allow you time for improvement):

0 - This person never engages (either in-class or on-line) or rarely (less than once a week on average) engages. This person rarely or never speaks in class and/or offers comments on the discussion board.

2.5 - This person engages frequently (at least once a week on average) but the quality of the comments either distract from the learning environment or fail to move the conversation substantially forward. This person speaks in class and/or offers comments on the discussion board, but the comments tend not to offer new ideas or are not pertinent to the discussion. This person could also monopolize discussions or otherwise create a negative environment that discourages the participation of other students.

5 - This person engages frequently (at least once a week on average) and the quality of the comments move the conversation substantially forward and promote a positive learning environment. This person speaks in class and/or offers comments on the discussion board. The comments tend to offer new ideas and be pertinent to the discussion. This person rarely or never monopolizes discussions and tends to be open to and supportive of other students' ideas.

Preliminary findings presentation
For your preliminary findings presentation, you will have ten minutes to 1) introduce your research topic and explain why it is important, 2) give a relevant overview of your theoretical frame, 3) briefly describe your research methods, 4) present one or two of your major findings, and 5) discuss the implications or wider applicability of these findings. I will grade your presentation using the presentation rubric posted to the course website and/or provided in class. The rubric focuses on the quality and understandability of your oral and visual presentation, the level of completeness of your preliminary analysis, and satisfactory coverage of the five areas of information you must discuss. Your peers will give you constructive feedback for how to further refine your analysis. Presentations will be given on April 7th.

Peer Review
You will be responsible for reviewing the draft final paper of two of your classmates. You will complete this review via the course website or track changes in Microsoft Word, using a rubric
that will ask you to identify elements of the final paper that work and why and questions or suggestion you have for elements of the paper that do not work well. Full credit (5 percentage points for each review) will be given for reviews that have clearly written, thorough, and constructive comments that are reflective of a detailed reading of the paper and that provide the author with adequate information to make substantive improvements. Half credit (2.5 percentage points for each review) will be given for reviews that are reflective of marginal effort in that the comments are sparsely or poorly written, not constructive, not thoughtful, and/or do not provide clear guidance for how the author can improve the paper. No credit (0 percentage points) will be given for reviews that are not submitted by the deadline. In general, late reviews will not be accepted, but allowances for documented emergencies will be made on a case by case basis. However, such allowances much be requested in advance if at all possible or as soon as is feasible, whichever is sooner.

Final paper
Your final paper will be the report of the pilot case study you complete during the course. The case study report will be graded using the rubric on the class website and/or distributed in class. There is no formatting requirements of the paper but it should not exceed a total of 6000 words not including references. You should write the report to meet the needs of your intended audience and in a way that satisfies all the requirements in the rubric. After making edits to your paper in accordance with your peer reviews, you must compose a response letter (similar to what must be done in response to peer-review for journal publications). In this letter you must describe how you made changes in response to each comment/suggestion reviewers made. If you chose not to make changes in response to a comment, you must justify why you did not make changes. Using your revised draft you must complete a self-assessment of your paper using the rubric. For any component of the rubric for which you give yourself less than full points, you must write an explanation of what was lacking for this component of your case study and how you would design or execute this component differently to correct this problem, if you could do the case study again. You must include both copies of your response letter and self-assessment explanation as appendices to your final paper. Neither of these count towards the 6000 word limit. You must submit your paper via the class website. It is due by May 2nd. Late papers will docked 10% of the total possible grade for each day (i.e. any fraction of each 24 hr period being at 12:01 am on May 3rd) it is late. Allowances for documented emergencies will be made on a case by case basis. However, such allowances much be requested in advance if at all possible or as soon as is feasible, whichever is sooner.

Student Academic Integrity
Students are required to adhere to the policy on student conduct identified in the ASU Student Academic Integrity Policy and the Arizona Board of Regents Policy Manual. Academic integrity and honesty is expected of all students at Arizona State University, and is so stated in the ASU Student Code of Conduct (https://eoss.asu.edu/dos/srr/codeofconduct). Plagiarism or cheating can result in the grade of "XE". The XE grade denotes failure through academic dishonesty. Students are responsible for understanding these policies and following proper academic research and citation protocol.

Incomplete Policies
According to University grading polices (https://students.asu.edu/grades), a grade of “I” (incomplete) may be given by an instructor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. Incompletes must be completed within a calendar year; after that, the “I” changes to an “E”. The student must complete Request for Incomplete Form, and deadlines must be set with the instructor for the completion of the work.

Disability Accommodations for Students
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC. Disability information is confidential.

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website (https://eoss.asu.edu/drc). DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies.

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. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs

Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Videos</th>
<th>Pre-class Assignment</th>
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<tbody>
<tr>
<td>1/14</td>
<td>Introduction</td>
<td>1. <a href="https://students.asu.edu/grades">Course website</a></td>
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<td></td>
<td>What is a case study?</td>
<td>2. <a href="https://students.asu.edu/grades">H&amp;A ch. 3</a></td>
<td>1. Review the course website</td>
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<td></td>
<td>Oral presentation skills</td>
<td>3. Lekelia Jenkins Meyerhoff 20th Oral Presentation - <a href="https://www.youtube.com/watch?v=NDtJ-i2dqEg">https://www.youtube.com/watch?v=NDtJ-i2dqEg</a></td>
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<td>1/21</td>
<td>When to use a case study?</td>
<td>1. Yin ch. 1 &amp; p.95-99</td>
<td>1. Yin exercises 1.1 (last 3 sentences) &amp; 3.5 (sentences 1&amp;2). Think of our response to this exercises as your project proposal. Come</td>
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<td>2. <a href="https://students.asu.edu/grades">H&amp;A p. 7</a></td>
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<td>Date</td>
<td>Topic</td>
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<td>1/28</td>
<td>Conducting a Literature Review&lt;br&gt;Guest Lecture</td>
<td>1. H&amp;A ch. 4 &amp; p 81-82 (Review of Literature)&lt;br&gt;1. Examine the literature review section (could also be called Introduction or Background) of a thesis from your program. Examine the content, structure, sub-headings, and citations etc. Which aspects of the literature review help prepare the reader to comprehend the rest of the thesis? What elements would you have liked to have seen that would make the literature more helpful to the reader?</td>
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<td>2/4</td>
<td>Units of Analysis &amp; Theory</td>
<td>1. Yin p. 26-45&lt;br&gt;2. Read at least 2 papers about your case study&lt;br&gt;1. Conduct a literature search for your case study. Submit a bibliography of the top 10 most relevant references with at least 5 of them annotated.&lt;br&gt;2. Exercise 2.1</td>
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<td>2/11</td>
<td>Human Subjects Protection&lt;br&gt;Guest: Susan Metosky</td>
<td>1. Yin p. 77-79 &amp; 100&lt;br&gt;2. Complete CITI Human Subjects training, if you have not done so in the past 48 months: <a href="https://researchintegrity.asu.edu/training/humans">https://researchintegrity.asu.edu/training/humans</a>&lt;br&gt;3. Attempt to fill out Social Behavioral IRB application: <a href="https://researchintegrity.asu.edu/sites/default/files/archive/HRP-503a-TEMPLATE_PROTOCOL_SocialBehavioralV02-10-15.docx">https://researchintegrity.asu.edu/sites/default/files/archive/HRP-503a-TEMPLATE_PROTOCOL_SocialBehavioralV02-10-15.docx</a>&lt;br&gt;1. Come prepared with at least one question for Susan Metosky about Human Subjects protection, the CITI training, or the IRB form&lt;br&gt;2. Meet with you advisor about your research plans and draft IRB application to determine what IRB requirements your research will need.</td>
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<td>2/18</td>
<td>Quality Control &amp; Mid-course Assessments</td>
<td>1. Yin p. 45-49, 70-77, 79-83&lt;br&gt;1. Exercise 2.3 (sentence 2)&lt;br&gt;2. Exercise 3.2</td>
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<td>2/25</td>
<td>Case Study Design &amp; Protocol</td>
<td>1. Yin p. 49-67, 84-94&lt;br&gt;1. Exercise 2.4 (using an article from the class case study list)&lt;br&gt;2. Exercise 3.4 (using your case study idea not a school example)</td>
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<td>3/3</td>
<td>Data Collection</td>
<td>1. Yin ch. 4&lt;br&gt;2. H&amp;A ch. 6-8&lt;br&gt;1. Yin exercise 4.3 (using your case study)&lt;br&gt;2. Yin exercise 4.5</td>
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<td>3/10</td>
<td>Spring Break</td>
<td>No Class&lt;br&gt;1. Begin collecting data for your pilot case study</td>
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2. Grounded theory playlist. watch only these videos in this order: 1, 2, 20, 3, 4, 19, 5, 6, 7, 8  
http://www.youtube.com/playlist?list=PL8CB91CC62C1C2C7E  
| 3/31  | Using MAXQDA                  | 1. English MAXQDA tutorials playlist. watch only these videos in this order: 1, 2, 3, 4, 7, 5, 6, 10, 11, 9, 13, 14, 20  
https://www.youtube.com/playlist?list=PLD2596FF3C9F278F2  
1. After reading textbook chapter and viewing the videos, post to the discussion board 1-3 questions of no more than 3 sentences in length about the videos and readings. Then, attempt to answer at least 1 question from your peers. The goal is to collectively answer all the questions before class. This is a graded assignment.  
2. Continue analyzing your data (no submission needed) |
| 4/7   | Student Presentations         | 1. Yin ch. 6 & p. 207  
1. Prepare presentation of no longer than 10 minutes. |
| 4/14  | Guest Speaker                | TBD  
1. Submit draft final papers for peer review |
| 4/21  | Writing Workshop             | none  
1. Submit peer review of draft final papers |
| 4/28  | Guest Speaker                | TBD  
1. Continue editing final paper |
| 5/2   | Study Days                   | No Class  
1. Submit final paper |