

SYLLABUS

EDUC 364/664

QUALITATIVE RESEARCH METHODS IN EDUCATION

FALL 2016

BUCKNELL UNIVERSITY

DEPARTMENT OF EDUCATION

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CLASS TIMES:	M, W, 8:30 – 9:52 am
CLASS LOCATION:	Olin 275
OFFICE LOCATION:	Olin Science 461A
OFFICE HOURS:	By appointment, or just drop by my office. I am there a lot! To make an appointment, please send me an email with possible days and times you can meet.

I. COURSE SCOPE AND PURPOSE

A. Overview

This class is an introduction to the foundations of qualitative research in education, including: history, philosophy, nature, types, examples, and the challenges associated with data collection, analysis, and interpretation. Students will have opportunities to engage in actual fieldwork, data coding, data analysis and interpretation, and the construction of qualitative texts.

B. Objectives and Essential Questions

Consistent with the goals of the Education Department that students will be able to “analyze educational policy and practice,” “develop reasoning processes to connect theory and practice,” “engage in professional and ethical interactions with others,” “perceive themselves as life-long learners and potential leaders who are informed advocates for children and adolescents in diverse community and educational settings,” and “use ongoing self-reflection to explore one’s personal and professional identity in relation to educational issues,” the objectives of this course are:

- Identify important differences between qualitative research and quantitative research

- Distinguish among the major qualitative research approaches
- Appreciate the products of qualitative inquiry and the methodological processes that produce them
- Determine whether qualitative research is right for you
- Understand how ethics are intimately tied to research practices
- Understand how subjectivity is manifest in qualitative research
- Become a reflexive practitioner of qualitative research
- Understand and be able to conduct a literature review in a small-scale qualitative study
- Understand and be able to conduct in-depth qualitative interviews
- Understand and be able to conduct participant observation
- Understand the role and function of documents, images, and visuals in qualitative research
- Be able to organize, analyze, and interpret qualitative data
- Be able to create a written product that reflects the data collected
- Know and be able to apply criteria for evaluating qualitative research products

Readings and assignments in this course address aspects of the complexity of qualitative research methods in education through the course's essential questions:

- What is research?
- What is qualitative research?
- How does *qualitative* research compare and contrast with *quantitative* research?
- What constitutes qualitative data?
- What products derive from qualitative research?
- From the *products* of qualitative research, what can we tell about how one *does* qualitative research?
- How does it feel to do qualitative research?
- What is a good topic for qualitative research in education?
- What fundamental assumptions should we, as qualitative researchers, hold about naturalistic inquiry?
- What would “constitute a comprehensive and coherent strategic framework for qualitative inquiry” (Patton 2002:39)?
- How are strategic themes in qualitative inquiry evident in actual products (articles, chapters, books, films, etc.) of qualitative inquiry?
- What makes a good research topic for qualitative educational research?
- What theoretical orientations exist for qualitative research, and how do we decide which one(s) to use?
- Where do you draw the line between ethical and unethical researcher behavior in qualitative research?
- What should be the role of IRBs in the review of qualitative research proposals?

- What can we learn from observing?
- What can we learn from interviewing?
- How does one decide what and/or whom to study?
- What difference is there between developing rapport with research participants and becoming a friend?
- What makes a good qualitative research question or research direction statement?
- What can one learn from the conduct of qualitative inquiry?
- How are qualitative research questions and research direction statements related to the research approach used?
- “In what ways do the researcher, the participants, and the setting shape each other?” (Lichtman 2013, 164)
- How should qualitative researchers account for their own subjectivity in their work?
- What aspects of your own subjectivity matter to the research you want to conduct?
- What will you do about your own subjectivity when doing qualitative research?
- How do you gain rapport with interviewees?
- What does good interviewing look like in practice?
- What purposes does a literature review serve?
- Who should you interview?
- What makes a good interview question?
- What can be learned from conducting qualitative interviews?
- What can observation tell us?
- What do we observe?
- How do we know whether to be a participant or onlooker, or both?
- How do we observe unobtrusively?
- What do we write for field notes?
- What do we say and do in the field?
- What can written material teach us about our research topic and the people we study?
- What can images and visuals teach us about our research topic and the people we study?
- How should you code your data?
- How and why do you give voice to your research participants?
- How and why do you give voice to yourself as researcher?
- By what criteria should qualitative research be judged?
- How do you know if a piece of qualitative research is trustworthy?
- How does one know they are finished coding data?
- What does good qualitative research look like?

II. STRATEGIES AND PROCEDURES

We will meet the objectives through discussion, readings, writing, fieldwork, video recordings, and reflection. Reflection on the course material and one's experience conducting qualitative inquiry is the cornerstone of this class and of developing a deep understanding of qualitative methods.

I base this course on constructivism. Thus, I will rarely lecture. Rather, developing understanding and applying knowledge requires first-hand experience and collaboration with others. Dialogue and careful questioning of the material encountered in class is essential, as each person within the class offers varied and unique perspectives that help develop what we come to know, understand, and do. Moreover, these unique perspectives combine with new knowledge acquired from other students, course material, and the instructor, resulting in deeper understanding and more sophisticated knowledge. This means that real learning requires 'work' on the part of students to actively reflect on how their prior knowledge and beliefs are changed as a result of engaging with new material. Students thereby construct their understandings, rather than simply receive them from the instructor. Conceived in this way, responsibility for learning is shared equally among all members of the class. And since we learn by active participation—listening, speaking, observing, reading, and reflecting—our task as learners is to actively help one another construct meaning. How well we do this will determine the quality of this course.

I will use electronic means (email and Moodle) to manage communications, readings, assignments, grades, etc. You are responsible for regularly checking your email and the Moodle site for this course. I reserve the right to modify the syllabus and schedule as the course is underway, however, I do not anticipate any major changes.

1. READINGS

A. Required Texts

Patton, Michael Quinn (2014). *Qualitative Research & Evaluation Methods (4th ed.)*. Thousand Oaks, CA: Sage.
ISBN 978-0-7619-1971-1 (hardcover)

Journal articles and book chapters on Moodle.

Additional readings, as assigned.

Please refer to the latest version of the schedule for the readings that are to be discussed in class. Depending on our particular needs, I may assign additional readings not listed here or on the original version of the schedule.

B. Reading for Understanding

In this course, you will read all assigned texts for understanding, not recall or memorization.

Strategies that will help you read for understanding:

1. Summarize. Develop brief summaries of the passage you just read.
2. Question. Generate provocative questions that address important ideas (as opposed to minor details) in the passage you just read. (Please see the document *What is a provocative question?* located on the Moodle site for this course.)
3. Clarify. Identify passages or ideas that are unclear or confusing to you and write down questions that might help resolve your confusion.
4. Apply. Figure out how the main ideas in the text can be used to describe or explain the world around you.

III. ASSIGNMENTS AND ASSESSMENT

IMPORTANT NOTE FOR EDUC 664: I will assign additional requirements to graduate students taking this course.

A. Participation

Participation is essential to this course. By participation I mean active engagement with the course material in the context of our classroom and field assignments. To do well in this course you must regularly contribute to class discussions and activities and complete all fieldwork assignments. This does not mean that I expect all of your contributions to be important insights. Rather, sometimes you will contribute important insights while at other times you will raise important questions that help all of us deepen our understanding of the material. Through everyone's thoughtful participation, we will actively construct meaning. The point is that you and the rest of the class, including me, will all share responsibility for helping one another think about and do qualitative research.

There are several ways to participate in this class. In-class discussion is the most central of these ways because it is the principle means by which you will construct meaning. Also, your participation in discussions allows me to see evidence of your engagement with the course material. By attending to what you say in class I am able to gauge the extent to which you are actively working to develop your understanding of and ability to conduct qualitative research. It is important for you to know that I am principally concerned with *how well you are using this course to develop the understandings and skills needed to successfully conduct qualitative research*. In other words, I want you to know that I value what you put into the process of learning.

But to have something worth saying in class discussions requires that you fully engage in and reflect on class activities and field experiences. There are several required class activities and field experiences that will prepare you for class discussions. Below I describe the main activities and field experiences in which you will participate. I will further explain these assignments in class to the extent that is necessary for everyone to understand what is required.

1. Text Discussion¹

During the semester, you will develop and present at least one “Text Discussion” on an assigned class reading(s). A Text Discussion is supposed to be ***an overview of the major issues or themes*** in the assigned reading(s). Good Text Discussion presentations are ***not*** intended to be an all-inclusive summary of the assigned readings but **rather clear and well-organized overviews of the most important points and their significance for the day’s topic and essential questions**. Use the Text Discussion to remind the class of the big picture.

The Text Discussion includes preparation of a handout or a PowerPoint or Prezi presentation that you will use to organize and share **your key points** to the class. As part of your Text Discussion, you will also come up with a **class activity** that generates thoughtful discussion (this is after your presentation) that brings to life **the most important points and their significance for the day’s topic and essential questions**. While you will come up with and facilitate the activity, I will take an active role in your activity, intervening, probing deeper, and guiding often.

The length of your text discussion will depend on what other in-class activities we have planned for the day. **Please contact me before you prepare your text discussion and activity so that we can establish the amount of time you will have to work with in class.**

Some useful advice

- Limit the number of slides. Generally, 8-10 slides for a 20-minute presentation are sufficient.
- Limit the amount of text on each slide or in each frame.
- Do not make the background too “busy” to the eye.
- Do not overload slides or frames with too many images.
- Don’t forget to proofread and correct the text before you send your PowerPoint or Prezi to the class.

Before your text discussion presentation, you must share to the entire class via email your final PowerPoint or Prezi. See the Class Contact List in the General Information section on Moodle to obtain email addresses for everyone.

¹ Adapted from C. Henne-Ochoa syllabus.

See the most recent version of the class Schedule for the dates you are to give your Text Discussion.

2. Fieldwork Practice: Observation

For this assignment, you will observe social interaction at an event. The event can be a party, meal, game, etc. As this assignment is your first fieldwork assignment, I want it to present to you, firsthand, some of the joys and difficulties of observation; it is one thing to read about doing fieldwork, it is another thing to learn from your own experience in the field. Therefore, I will not tell you precisely what to do. Rather, you must think of yourself as a qualitative researcher and act according to how you think a qualitative researcher should act. Keep in mind that you are observing to understand something about how social interaction takes place. Think of your research question as, "How do people in this culture interact socially?" That is your starting point. If, after observing for a while, you notice some aspect of social interaction that intrigues you, begin focusing on that aspect.

If you can do so without being obtrusive, take field notes during the time you are observing, writing what you think a qualitative researcher would write down. You may be able to take notes on your phone rather than on paper. If taking field notes at the event would be intrusive or otherwise make people there feel uncomfortable, write your notes at the next opportunity you have, noting how much time passes between the time you left the event until the time you start writing your notes.

⇒ Please bring your field notes to class on the day the assignment is due. Also, be sure to upload a copy of your field notes to Moodle via the appropriate assignment submission link before we discuss them in class. (If you hand write or use your phone to take your field notes, you will have to find a way to get them into a Word or PDF document, or photos, for submission to Moodle.) Be prepared to discuss your observation experience with the entire class.

3. Fieldwork Practice: Interview

Your focus in this out-of-class activity will be on gaining an understanding of what it is like for someone else to attend Bucknell University. You will conduct one open-ended interview.

- Identify someone who attends Bucknell, someone who is NOT a friend of yours or someone you know fairly well. It is very important that you interview someone you do not know well, otherwise you will not learn much from this assignment.
- Ask their permission to be interviewed for at least 30 minutes for this class assignment. Arrange a time to meet with them in a quiet location.

- At the interview, ask any questions you think are worth asking, in whatever order you think is good.
- When you are finished with your interview, write a 2-3 page (double-spaced) reflection paper in which you thoughtfully critique the interview process and, especially, your role in it. You can include whatever you think is worth reflecting on, and/or you may want to address one or more of the following questions: What was the process like for you? What do you think it was like for your interviewee? What would you have done differently? What will you do the same when you interview someone in the future?

⇒ Please bring your interview reflection paper to class on the day the assignment is due. Also, be sure to upload a copy of your reflection paper to Moodle via the appropriate assignment submission link on the same day we discuss the assignment in class. Be prepared to discuss your interview experience with the entire class.

4. Presentation on Paradigmatic, Philosophical, and Theoretical Orientation

Working outside of class, you will focus on one paradigmatic, philosophical, and theoretical orientation to qualitative inquiry to determine its main characteristics and what kinds of research questions are appropriate for that orientation. You will not receive a separate grade on this assignment. Rather, your work on this assignment will count toward your class participation grade.

Information about your paradigmatic, philosophical, and theoretical orientation is in Chapter 3 of the Patton textbook. In addition to reading what Patton has to say about your assigned orientation, you *may* also need to search the library or Internet for more information.

Prepare a PowerPoint or Prezi presentation that you will give in class. The amount of time you will have for your presentation will depend on how many students we have in the class. For your in-class presentation, please address the following:

- What are the main characteristics of your orientation?
- What distinguishes this orientation from other orientations? What makes it unique?
- Provide an example of research informed by your assigned orientation by summarizing (very briefly) an actual product of qualitative inquiry. (The example can come from the Patton textbook or another source.) What research question does it address? What does the research question tell us about the orientation?
- What are the advantages and disadvantages of this orientation?

Participation Self-Evaluation Form

At the end of the semester you are to complete a Participation Self-Evaluation Form (available on Moodle), which is to include the participation grade you propose and a succinct rationale for that grade. I will then assess your proposed grade and rationale in the light of my observations of your participation throughout the semester, resulting in your participation grade.

⇒ The due date for your Participation Self-Evaluation Form is class time on the last day of class. You may either turn in a hard copy of the form to me in class, or upload your completed form to the appropriate submission link on Moodle.

B. *College Life* Mini Study

Over the course of the semester, each student in the class will conduct a mini qualitative study on some aspect of college life. The *College Life* mini study will give you hands-on experience doing qualitative “research.” (The *College Life* mini study is actually not research in the sense that it requires Institutional Review Board approval, but is, instead, a class assignment designed to give you an experience very similar to what you would do if you were actually conducting qualitative research. So you will not need to apply for and receive IRB approval to do this assignment.) Your study will involve interviews and observation in a setting(s). You may also want to draw on documents to better answer your research question(s). Your study must be original and not research or assignments for other classes you have already done or will be doing during the semester, unless you get my permission.

The requirement for completing the *College Life* mini study includes completing the small assignments described below and completing a final report. Each of the small assignments will be graded on a qualitative scale (0, check-minus, check, check-plus). At the end of the semester, you will complete a *College Life* Mini Study Small Assignments Self-Evaluation Form. The form will ask you to propose a total grade for all of the small assignments combined. Thus, you will have to use my qualitative evaluations for each of your small assignments, along with your own sense of your performance, to come up with a proposed grade. I will then take your proposed grade and use it along with my own sense of your overall performance to determine your total small assignments grade. Here are the small assignments:

1. Review of the Literature

The first step in doing your *College Life* mini study—after coming up with a topic—is to identify five peer-reviewed journal articles and/or chapters from edited books that, individually and collectively, help you understand what researchers have already said about your topic. The articles and/or chapters should not be so narrowly focused as to prevent you from seeing the bigger research context in which your topic is situated, but should, instead, give you a picture of what the academic community already knows about your topic and where the field is headed in terms of future research. The five articles and/or chapters must have been published within the last five years. I will accept older articles and/or chapters, but only if they are truly classics in the field. If you are not sure how to locate appropriate articles/chapters, seek help from a Bucknell librarian.

⇒ **Once you have read your five articles/chapters, please submit via the appropriate submission link on Moodle a brief document that, for each article/chapter: (1) provides a proper citation (APA, MLA, Chicago) and the abstract, if given in the article/chapter (you do NOT need to write your own abstracts), (2) names the theory(ies), if any, the authors use to make sense of their data, and (3) discusses how your *College Life* mini study research topic has evolved in the light of the articles/chapters.**

2. Study Purpose and Focus Statement

The next step in doing your *College Life* mini study is to write a 450-500 word statement that explains the purpose and focus of your study. Your statement should address at least these questions: What particular aspect of college life do you want to study? What is the purpose of your study? What, specifically, will you focus on in your study? What is(are) your research question(s)?

⇒ **Submit your Study Purpose and Focus Statement via the appropriate assignment submission link on Moodle.**

3. Symbols of Self

The third step in doing your *College Life* mini study is to assess your own subjectivity for how it might matter to doing research on what life is like as a college student. This step involves critical self-examination of and reflection on your own identity. To complete this step, you are asked to do the activity described in the following paragraph.

Select two symbols that describe who you are. These can be objects, photos, or anything else that symbolically represents your identity. Bring to class your symbols (or photos of them) on the day we are scheduled to discuss them. You will have the opportunity to share your symbols in class. (You may show photos, scanned images, and the like from your laptop computer, smart phone, iPad, etc.) We will discuss how your subjectivity might matter to doing research and explore the question, “What will you do about your own

subjectivity when doing qualitative research?” Be prepared to explain how the symbols you bring to class represent your subjectivity, how your subjectivity might matter to doing research, and how you will deal with your subjectivity when doing qualitative inquiry, especially your *College Life* mini study.

⇒ **In addition to sharing your symbols in class, please submit via the appropriate assignment submission link in Moodle a 450-500 word document that briefly describes what your symbols represent and how they might be significant to doing qualitative research, especially your *College Life* mini study. If possible, include in your document photos of the symbols.**

4. Brief of Case and Two Participants

For this small assignment, you simply need to write a 1-2 page brief that connects your study purpose and focus to a case and two participants. By “case” I mean here a location or social situation that embodies your study focus and purpose. By “two participants” I mean two students who can likely shed some light on your research question and who are willing to cooperate with your study by being interviewed and, if necessary, observed. So, for example, if you want to understand how students engage in learning in their classes, you might select one class (your case) and two students (participants) who are in that class. (In this example, you would be studying a class in which you are enrolled, unless you were able to get permission from the professor of a class in which you are not enrolled.)

In your brief, you should explain how your selected case and two participants are related to your *College Life* mini study purpose and focus. Why did you select the case and participants you did? Why do you think they will help you answer your research question(s)?

⇒ **Please bring your brief to class on the day we are scheduled to discuss them. Also, please submit your brief via the appropriate assignment submission link in Moodle.**

5. *College Life* Mini Study Observation (and/or Participant Observation) Field Notes

For this small assignment, you are to conduct qualitative research observation and/or participant observation and write up field notes. You will have to observe and/or be a participant-observer of an event(s) or activity(ies) that will likely reveal something about your *College Life* mini study research focus. The amount of time you observe or participant-observe should add up to about 45-60 minutes, more or less, depending on the nature of the event(s) or activity(ies). You will need to record field notes based on your observation and/or participant-observation. Please see the Patton textbook for information

on what how to conduct your observation and/or participant observation and what to write for field notes.

⇒ Please bring 9 copies of your field notes to class on the day we are scheduled to discuss them. Also, please submit your field notes via the appropriate assignment submission link in Moodle.

6. *College Life* Mini Study Interview Questions

This small assignment asks you to create interview questions that will likely be productive in terms of your interviewees responding to them in ways that will help you answer your research question(s). Although you will revise your interview questions throughout the course of your study, for this assignment write out the questions you plan to use when you interview your first *College Life* mini study interviewee. Plan for a 45-60 minute interview. Put your questions in the order you think you will ask them. Use the interviewing advice presented by Patton in his textbook, as well as points you take from me and from in-class activities.

⇒ Please bring 9 copies of your list of interview questions to class on the day we are scheduled to discuss them. Also, please submit your list via the appropriate assignment submission link in Moodle.

7. Theoretical Framework

In your review of the literature you identified the theoretical frameworks addressed in each of the five articles you selected. Now, for this small assignment, you are to provide a 450-500 word sketch of the theoretical framework you will use for your study and why you will use it. The sketch should describe, in a general way, how you are framing your study according to an existing theoretical framework. This means you will identify one of the theoretical frameworks explained in the five articles you reviewed as the one you will use to make sense of your data. For example, suppose you are interested in student engagement. In one of the articles you reviewed for your study the authors explain their theoretical framework. The framework is for understanding how teaching methods relate to high school student engagement. Since you are studying student engagement among college students and you think engagement might relate to teaching methods used to teach them, you would explain in your sketch how the theoretical framework fits the case of high school students and why you think it might be useful for understanding college student engagement, as well.

⇒ Please submit your Theoretical Framework sketch via the appropriate assignment submission link in Moodle.

8. Data and Products of Inquiry

As you work on your *College Life* mini study, you will have the opportunity to get constructive feedback from your classmates on your data and the products of your inquiry. That is, you will provide to a few members of the class material that is coded, analyzed, interpreted, and/or written up, and each of them will provide you with oral and written feedback to help you improve the quality of your study. You will do the same for them.

Here is how it works:

- Using the course Schedule, find out when you are required to submit work to your group.
- Select a small part of the work you are doing for your study. For example, you may select five consecutive pages from a transcript of an interview you conducted and coded for themes. You might select field notes from an event you attended, notes that include your codes and any tentative interpretations you have developed. Or, you might select five pages you have written for your study findings.
- Send your materials to each member of your group.
- Each member of your group will read what you send and come to class prepared with constructive feedback to deliver to you in writing and orally.

Of course, on the days we provide feedback in class to others' work, you will need to come to class having read the materials they sent to you, and you must have prepared constructive feedback to deliver orally and in writing to the one who sent the materials to you.

⇒ Be sure to send your group members your material by the due date. Please bring your material to class on the days you are scheduled. Also, please submit via the appropriate assignment submission link in Moodle an electronic copy of what you bring to class.

9. Study Presentation

On the date you are scheduled, you are to give a 20-25 minute PowerPoint or Prezi presentation that addresses the following questions about your *College Life* mini study: What did you learn about your research topic from your study? What did you learn about qualitative research from your study? What would you have done differently?

I realize that your study, at this point, will still be very much a work-in-progress; I do not expect you to have a completely finished product about which you are reporting.

⇒ Please practice your presentation to stay within the 25-minute time limit, as your classmates will also be presenting on the same day and

there will be no extra time to give you. On the day of your presentation, please submit via the appropriate assignment submission link in Moodle an electronic copy of your PowerPoint. If you use Prezi, please go to prez.com and use the “share” feature and send it to r.henne@bucknell.edu.

⇒ Once you have completed your presentation and all other *College Life* mini study small assignments, you should complete and submit a *College Life* Mini Study Small Assignments Self-Evaluation Form (located on Moodle).

C. *College Life* Mini Study Final Product (20%)

This is the culmination of all your efforts to become a qualitative researcher. It is also the final (probably) rendering of your *College Life* mini study.

Following Burnard (2004), your final product is to include at least the following components:

- Abstract (your abstract should be located on your title page)
- Introduction
- Aims of the study
- Review of the literature
- Sample
- Data collection methods
- Data analysis methods
- Findings
- Discussion
- Conclusion

Naturally, within this structure you are free to be creative and experiment. However, if you would like to use an alternative structure and form for your final product, you must first meet with me to discuss your ideas.

I expect your final product to be 10-12 double-spaced pages.

⇒ Please upload your *College Life* final product via the appropriate assignment submission link in Moodle no later than the end of the scheduled final exam period for our class.

D. Attendance

By enrolling in this course, you have made a commitment to attend class every time it meets. If you do have to miss class, I will assume you made the best choice for you. Of course, you will still be responsible for whatever happens during the class period(s) you miss. Since you will not be able to participate in whatever activities we do in class if you are absent, I expect you to find out from your peers what we did, why we did it, and what we learned. Moreover, **absences**

should be accounted for in your participation self-evaluation. If you have excessive absences due to ill health, varsity athletic contests, or some other unusual circumstances, you should mention this on your participation self-evaluation; I may take such absences into account when determining your participation grade.

E. Grades

Grades for EDUC 364/664 will be weighted as follows:

Assignment	Weight
Participation	40%
<i>College Life</i> —Small Assignments	40%
<i>College Life</i> —Final Product	20%
Total:	100%

F. Grading Scale

I will determine grades according to a criterion-referenced method (not “on the curve” or norm-referenced method). Therefore, it is possible for everyone in this course to earn 100 percent of the total points possible.

Letter grades by percentage of total points earned on all graded course assignments:

A 93-100	B 83-86.99	C 73-76.99	F 0.00-59.99
A- 90-92.99	B- 80-82.99	C- 70-72.99	
B+ 87-89.99	C+ 77-79.99	D 60-69.99	

IV. ADA ACCOMMODATIONS

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at hf007@bucknell.edu, 570-577-1188 or in room 212 Carnegie Building so that such accommodations may be arranged.

V. FERPA

Federal law (the Family Educational Rights and Privacy Act, or FERPA) gives you and me certain rights and responsibilities regarding your academic records. Basically, what I want you to know is that I must keep all academic information about you (e.g., grades) private; I can't talk about your performance in this course with anyone but you—even your parents—without your written permission. So, if you have concerns about your performance in this course, please discuss them with me directly.

(For more information, visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

VIII. ACADEMIC RESPONSIBILITY

You should know that I am required by the university to report any suspected academic dishonesty. In fact, I have *no choice* in the matter; if I think there might be an instance of academic dishonesty, I am not allowed to handle it myself—I must report it to the administration. Please see the Bucknell University Honor Code: <http://www.bucknell.edu/knowthecode>

VI. ACKNOWLEDGEMENTS

I thank Judy Davidson, Sarah MacKenzie-Dawson, John Palmer, and Jason Raley for sharing their course materials with me.

VII. BUCKNELL UNIVERSITY EXPECTATIONS FOR ACADEMIC ENGAGEMENT

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work.