

College of Education
EDUC 696E
Elective Course: Fieldnotes
Spring 2003

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Meeting Times/Place: Monday 5-8:50 PM, ACD 406
Two Saturdays (locations to be announced)
Office Hours: Monday 3:30-4:45 PM
and by appointment

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

Course Description

This course asks students to become familiar with multiple aspects of fieldnote taking. A variety of approaches will facilitate students' skills and thinking about researchers' responsibilities when documenting and analyzing observations from the field.

Course Objectives

The purposes of this course are threefold:

- to provide students with multiple opportunities to practice a variety of fieldnote taking skills;
- to challenge and extend students' thinking by encouraging multiple interpretations of data;
- to provide a safe environment for reflection on, and discussion of, the complex ways in which educational contexts shape the fieldnote taking experience.

College of Education Attendance Policy

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructor **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend 80% of class time, or s/he may not receive a passing grade for the course.

Required Text:

- Wolf, M. (1992). *A thrice told tale: Feminism, postmodernism, and ethnographic responsibility*. Stanford, CA: Stanford University Press.
- Sanjek, R. (1990). (Ed.). *Fieldnotes: The makings of anthropology*. Ithaca, NY: Cornell University Press.
- A set of compiled readings will also be required and available for purchase.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism

All work submitted for this course should reflect student's original efforts and thinking. When relying on supporting documents authored by others, cite them clearly and complete. Failure to do so may result in failure of the course.

Grading Policy

It is expected that all assignments will be submitted on time. 10% of an assignment grade will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they were originally due.

It is expected that students will proofread and edit their assignments prior to submission. Students will insure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to APA manual (5th edition) for guidance. Neglecting to do the above will impact the instructor's ability to read and understand the text; the assignment's grade may be negatively affected as a result of this oversight.

January 27	M	<p>Introduction</p> <ul style="list-style-type: none"> *Define field notes *Brainstorm field note site *Create class criteria for peer teaching of readings *Syllabus: assignments, readings, course expectations
February 3	M	<p>Preparing to enter the field (external considerations)</p> <ul style="list-style-type: none"> *Research content *Meet with Gabriella Sontag in library *IRB and other research protocols approved in advance *Blending in” <p>1. Submit 1-2 page description of possible field note site, 2-3 research questions, and proposed dates for three visits.</p> <p>2. Sanjek (ed.) Wolf, “Chinanotes: Engendering anthropology. . .” pp. 343-354.</p> <p>3. CR: Pritchard, “Travelers and trolls. . .” pp. 3-13.</p>
February 10	M	<p>Preparing to enter the field cont. (internal considerations)</p> <ul style="list-style-type: none"> *Ethical responsibilities to participants, self, and site. *Politics of conducting research. *Recognizing the way we “see” and make sense of the world. <p>1. CR: Rossman & Rallis, Chapter 4, “Entering the field. . .” pp.91-112.</p>
February 15	S	Afro-Cuban dance class (alternative day)
February 17	M	President’s holiday, no class.
February 22	S	Afro-Cuban dance class
February 24	M	<p>In the field (indirect interactions)</p> <ul style="list-style-type: none"> *Debrief dance class with “insider expert” from the dance class. *Taking field notes at the time of experience. *Creating field notes immediately after the experience. * “Hanging out.” *Description vs. opinion. <p>1. Sanjek (ed.) Clifford, “Notes on (Field)notes” pp.47-70.</p>

March 3	M	<p>In the field (direct interactions)</p> <ul style="list-style-type: none"> *Interviews (in person, telephone, internet). *Focus groups. *Other face-to-face interactions. <ol style="list-style-type: none"> 1. Submit first set of field notes. 2. CR: Rossman & Rallis, Chapter 5, “Gathering data in the field. . .” pp.113-148.
March 10	M	<p>Beginning the data analysis process</p> <ul style="list-style-type: none"> *Coding (color, symbols, predetermined index). *Words/themes. *Broad categories. <ol style="list-style-type: none"> 1. CR: Bernard. Chapter 9, “Field notes: How to take . . .” pp. 180-207.
March 15	S	Trip to Hillcrest
March 17	M	<p>Presenting data via conventional approaches</p> <ul style="list-style-type: none"> *Debrief Hillcrest experience with “insider expert.” *Who is the intended audience? *What is the purpose of the data analysis? *APA expectations. *Familiarity with journal formats <ol style="list-style-type: none"> 1. Bring in three full-text copies of journal articles that directly relate to your field note site/phenomenon/question. 2. Wolf, Chapter 3, “Fieldnotes” pp. 61-92; Chapter 4, “The woman who did not want. . .” pp. 93-126.
March 24	M	<p>Presenting data via alternative approaches</p> <ul style="list-style-type: none"> *Who is the intended audience? *What is the purpose of this data analysis? <ol style="list-style-type: none"> 1. Bring in three full-text copies of readings related to your topic—NOT JOURNAL ARTICLES—e.g., poems, song lyrics, photographs. 2. Submit second set of field notes. 3. Wolf, Chapter 2, “The hot spell” pp. 15-60.
March 31	M	<p>Exiting the field note site</p> <ul style="list-style-type: none"> *Ethical responsibilities to participants, site, and self. * “Appropriate” (if necessary?) expressions of gratitude. *Leave the site as intact as possible. <ol style="list-style-type: none"> 1. Sanjek, “Fire, loss, and. . .” pp.34-46.

April 7 M

Student field note presentations

1. Each student/group of two students will spend 10/20 minutes (respectively) on a fieldnote presentation.

This activity will include but is not limited to:

- **Research questions;**
- **Most effective field note techniques;**
- **Artifacts from the field.**

2. Submit third set of field notes.

Reading teaching/discussion/activity and snack responsibilities

<u>Date</u>	<u>Student(s) responsible</u>
2/3	½ class brings snack _____
2/10	_____
2/24	_____
3/3	_____
3/10	_____
3/17	_____
3/24	_____
3/31	_____
4/7	½ class brings snack _____

(student name)

(contact phone number)

EDUC 696 spring 2003 Grade Tracking Sheet

<u>Date</u>	<u>Participation/attendance</u>	<u>Comments</u>
1/27	_____	_____
2/3	_____	_____
2/10	_____	_____
2/22	_____	_____
2/24	_____	_____
3/3	_____	_____
3/10	_____	_____
3/15	_____	_____
3/17	_____	_____
3/24	_____	_____
3/31	_____	_____
4/7	_____	_____

<u>Date</u>	<u>Points</u>	<u>Assignments</u>
2/3	5	Initial description of fieldnote site
3/3	10	1 st set of fieldnotes
3/17	10	3 full-text journal articles related to field note research questions
3/24	10	3 artifacts/copies of text (NOT JOURNAL ARTICLES) related to fieldnote questions
	10	2 nd set of fieldnotes
4/7	15	In-class fieldnote presentations
	10	3 rd set of fieldnotes
4/9-14	20	Out-of-class data analysis
On-going	10	Peer teaching/discussion/activity with readings
Total	100	_____