

COMM 7360: Qualitative Methods

University of Utah, FALL 2019

LNCO, Room 2630

Wednesdays, 2-4:50 p.m.

Professor: Dr. Robin E. Jensen

E-mail: r.e.jensen@utah.edu (this is the best way to reach me, rather than on Canvas)

Office Location: LNCO 2619

Office Hours: Monday/Wednesday 10:30-11:30, and by appointment

Course description:

This course is an introduction to qualitative research methods in communication studies. It will familiarize students with a range of techniques for gathering, analyzing, and reporting qualitative data. Students will learn how to design qualitative studies and come to understand the rigor involved in high-quality qualitative research. The course will serve as a starting point for the creation of research leading to conference presentations, funding applications, and article publication.

Required texts:

Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Lindlof, T. R., & Taylor, B. C. (2019). *Qualitative communication research methods* (4th ed.). Thousand Oaks, CA: Sage.

Course articles and book chapters are available via the course Canvas page. Go to “files” and click on the “course readings” folder. Under “files” you will also find an updated copy of the syllabus. Please check the Canvas page regularly for course updates.

Assignments:

<i>Assignment</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
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Participation	20%	
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On a general level, successful participation in this class consists of:

- (a) attending every class meeting from start to finish
- (b) reading carefully and bringing detailed reading notes and questions to class
- (c) engaging productively **in each class meeting**—that is, asking questions, raising issues, deliberating with others in the room
- (d) listening and responding to others critically yet charitably, and
- (e) avoiding behaviors that block productive classroom conversation such as monopolizing discussion, remaining silent, texting, surfing the web, or whispering

Your participation grade will also incorporate homework assignments, in-class activities and presentations (such as the one for the August 28th class period and the CITI certification on September 11), attendance at speaker presentations that are incorporated into the course throughout the semester, and **online submission of discussion questions for at least ten**

different class periods across the semester (these will need to be uploaded to Canvas by Tuesday morning at 10:00 a.m. and may consist of:

- 1) a question that the readings inspired that you would like to discuss,
- 2) an issue or point of contention addressed in the readings that the group would benefit from addressing, and/or
- 3) the proposal of an activity that the class might do to engage issues addressed in the readings—creativity is much appreciated here).

Article presentation 20% Variable
 You will be responsible for giving a 12-15-minute extemporaneous presentation on one of the exemplar journal articles in the syllabus. Eligible journal articles are marked with an asterisk in the schedule. This will involve:

- 1) Signing up for an article (email the professor with your top three choices right away).
- 2) Carefully reading the article and mapping out the specific steps the authors went through to gather their evidence and analyze it. If you find you have additional questions about the methodology, I highly recommend contacting one of the authors directly to see if you can get additional information and mentioning your interaction during the presentation.
- 3) Putting together a handout to distribute either electronically or physically (please provide at least one physical copy to me during the class that you present) that includes the complete APA citation of the article, a very detailed step-by-step overview of what the authors did to gather evidence and then analyze it, and two discussion questions about how the method(s) was used in this case.
- 4) Preparing a 12-15-minute extemporaneous presentation in which you introduce the article, walk the class through the method's steps, provide a quick overview of the results/conclusions, present your two discussion questions, and answer questions. Please do not read your presentation.

Methods Rough Draft 10% October 16—2 p.m. in class
 Turn in a draft of one of the methods sections that you plan to submit for your final portfolio. See the “Methods Section Portfolio” assignment description for further details about what this should include. The expectations outlined there apply to this assignment as well. Please bring a physical copy to class to turn in.

Annotated Bibliography 20% November 27—2 p.m. on Canvas
 Create a one-paragraph entry for each of the readings we cover throughout the semester. Number each entry (you will need a total of 30 out of 40 eligible readings). Each entry will begin with the source citation in APA style, followed by a detailed paragraph summarizing the source's arguments and/or methodology. Be sure to highlight elements of each source that will help you in the future to design research projects and write methods sections. Include in-text page number references so that you know exactly where to go to locate specific information when you return to the annotated bibliography. Avoid quoting directly from the source. Instead, paraphrase the material therein in your own words. Each chapter, article, or entry that is numbered below in the syllabus counts as one entry.

Methods Presentation 10% December 4—in class
 Present the methods' section for one of the two included in your portfolio. This presentation should be 8-10 minutes in length, delivered extemporaneously (i.e., do not read your presentation), and focused closely on what—exactly—you plan to do in this study, why you plan to take those steps, and how you will orchestrate this plan. Presenters will sit on panels with other presenters from the class and will engage in a question-answer session with the audience. In the Q&A session they should demonstrate a willingness to engage others' inquiries and a desire to further their projects with the feedback provided.

*Methods Section Portfolio 20% December 11—2:00 pm on Canvas
 You will turn in **two** different methods sections (representing two different projects and, ideally, at least two unique methodologies) using qualitative methods (approximately 5 double-spaced pages for each methods section; 10 double-spaced pages total—not including references; New Times Roman, 12-pt font; 1 inch margins). These projects may be currently in-progress (e.g., a project from another class, a thesis or dissertation), something that you hope to move forward in the near future, something that you hope to get to in the distant future, or a combination thereof. Each methods section will need to be targeted at a specific journal and will therefore need to conform (loosely) to that journal's norms (likely you will have to be more explicit and detailed for this assignment than you will need to be for the journal that you select).

At the top of each methods section, name the conference—and division, if appropriate—to which you aim to submit this work, the journal in which you are aiming to publish, a title for the paper, an abstract for the project as a whole (1 paragraph no more than 300 words long), and then offer the methods section as it will appear in the write-up of the piece as a whole (with appropriate subsections such as Participants, Procedures, and Analysis, depending on the journal in question and the method(s) in use). This document should be extremely well written, clear, absent of grammatical errors and typos, and the product of a thoughtful, appropriate research design. Be sure to back up your research design choices with a number of fitting secondary source citations, both from our class readings and from elsewhere as is appropriate to the project being put forth. As supplementary material, submit one published journal article for each methods section to which you aim to submit (2 articles total). These articles should offer (loose) models for how you organized and wrote your methods sections. Your work should align with the style and content highlighted there.

*There are several supplemental (but not required) ways to boost your score on this assignment. Along with your submission, provide a copy of:

1. An IRB application submitted in full and/or approved.
2. A submitted funding application (travel grants, foundation awards, etc.)
3. A submitted conference paper or journal article that incorporates this methods section.

Note: You will not receive a grade deduction if you do not include any of these. They will only boost a score, rather than take away from the score on the rest of the assignment.

Course grading rubric:

Students' course grade will be determined by the (weighted) average of the grades on the assignments. Each assignment will receive a percentage, which correspond with the following letter grades:

<u>Test Grade</u>	<u>Letter Grade</u>
93% and up	A
90% and up	A-
87% and up	B+
83% and up	B
80% and up	B-
77% and up	C+
73% and up	C
70% and up	C-
67% and up	D+
63% and up	D
60% and up	D-
59% and below	F

For example, a student who received an 83% (B) on Participation, a 90% (A-) on the Article Presentation, a 77% (C+) on the Methods Rough Draft, a 95% (A) on the Annotated Bibliography, an 89% (B+) on the Methods Presentation, and an 87% (B+) on the Methods Section Portfolio would have a course average of 87.6%.

$$(83 \times .20) + (90 \times .20) + (77 \times .10) + (95 \times .20) + (89 \times .10) + (87 \times .20) = 87.6\%$$

To convert the course average into a course grade, use the same scale as above. In this hypothetical student's case, the course grade would be a B+.

University and Course policies:

Accommodation: If you need an accommodation based on the impact of having a disability, please contact me at the beginning of the semester to discuss how we can best support you. There will be no content accommodations for this course. Please review the syllabus, readings, assignments, and materials to be sure that this is a course you wish to take. Details on the university's accommodation policy are available at this link:

<http://regulations.utah.edu/academics/6-100.php>

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone

you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677(COPS).

Citation style: Use the American Psychological Association 6th edition citation style for all class writing (for the final assignment, a different citation style may be used if the journal to which one aims to submit requires it). Failure to adequately proof read assignments will result in a lowered grade.

Electronics/media policy: To foster an engaged and focused classroom environment, students are asked to silence all phones and other electronic devices during class. Laptop computers, iPads, and the like should be used for taking notes rather than e-mailing or searching the web. Violation of this policy will result in a final grade deduction or, in extreme cases, elimination from the course.

Late work: Late work will not be accepted.

Plagiarism: Any student who deliberately or unintentionally plagiarizes will immediately receive a failing grade on the final assignment. Plagiarism is:

- Turning in someone else's work with or without that person's knowledge.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Submitting the same work in more than one course without prior permission from both faculty members.

Save a copy of all your cited work; if there are questions or concerns about the authenticity of your work, you must have these readily available. See the following link for the University of Utah's regulations regarding plagiarism: <http://www.regulations.utah.edu/academics/6-400.html>

School-sponsored activities and religious holidays: If you have a school sponsored activity or religious holiday that conflicts with a class meeting, please contact the professor at the beginning of the semester to set alternative due dates and assignments.

Sickness and emergencies: If you are sick and cannot come to class (or you are faced with an unavoidable emergency or research-related activity such as a conference in which you are presenting), you will need to turn in a 3-page paper synthesizing the readings discussed that day to make up for the missed class time. The due date for this assignment will be the next class period and individuals must contact me before the missed class period to notify me of their intention to turn in this alternative assignment. Failure to turn in the assignment on time will result in a full letter grade deduction in participation credit for the class.

Course schedule:**UNIT I: Introduction to qualitative research***August 21***Course Introduction**

Lindlof & Taylor, Front matter (pp. xiii-xix)

Charmaz, Front matter (pp. xiii-xix)

“What is qualitative research?” (by the University of Utah’s Qualitative Research Network)
<http://nursing.utah.edu/research/qualitative-research/what-is-qualitative-research.php>

Point of Consideration: What makes for an excellent discussion question?

For next week: You will be assigned to be in charge of one sub-field discussed in next week’s Lindlof and Taylor readings. This will require you to give an overview of that section from the reading and bring in additional citations and/or scholars that represent that area, discuss journal outlets that publish research in this sub-area, and highlight some key question or points of consideration central to that sub-field. Plan on having the floor for between 5 and 10 minutes and to field questions from the group.

Subfields: Applied Communication (27); Communication Activism (29); Communication Media and Technology Studies (30); Group Communication (33); Health Communication (33); Intercultural Communication (35); Interpersonal Communication (36); Language and Social Interaction (37); Organizational Communication (38); Performance Studies (40); Political Communication (42); Professional/Strategic Communication (43); Rhetoric (45)

*Also, remember to email me about your top three choices for the article presentation, and to post a discussion question on Canvas by Tuesday August 27th at 10:00 a.m.

*August 28***Paradigms, Traditions, and Planning, part 1**

1-Lindlof & Taylor, Chapter 1: “Introduction to qualitative communication research” (pp. 1-24)

2-Lindlof & Taylor, Chapter 2: “The diversity of qualitative research in communication subfields” (pp. 25-48)

3-Lindlof & Taylor, Chapter 3: “Theoretical traditions and qualitative communication research” (pp. 49-90)

Assignment: Come to class prepared to lead your sub-section discussion (see above). Also, arrive with physical copies of your annotated bibliography entries for each Lindlof and Taylor chapter (you will not need to bring physical copies of your entries again after this). We will discuss your experience completing these entries and how we might approach this assignment for the rest of the semester. You will also turn them in so that I can provide you with additional written feedback.

September 4

Paradigms, Traditions, and Planning, part 2
MEETING in the Marriott Library, Room 1008 for a presentation by Research Librarians Lorelei Rutledge and Dale Larsen concerning:

- assessing the quality and appropriateness of publication outlets
- finding quality research associated with your subject matter and theoretical interests

NCA's Report on Impact Factors. (2015).

https://www.natcom.org/sites/default/files/pages/Research_and_Publishing_Center_NCA_Impact_Factor_Report_Revised_Final_2015.pdf

4-Charmaz, Chapter 1: "An invitation to grounded theory" (pp. 1-18)

5-Lindlof & Taylor, Chapter 4: "Planning research projects" (pp. 91-124)

September 11

Implementing Projects through IRB

6-Lindlof & Taylor, Chapter 5: "Implementing research projects" (pp. 125-171)

"What is human subjects research?" http://irb.utah.edu/_pdf/definition-human-subject-research.pdf

"New Investigator Toolkit": <http://irb.utah.edu/submit-application/new-studies/toolkit.php>

7-*Branstetter, H. L. (2016). "A mining town needs brothels": Gossip and the rhetoric of sex work in a Wild West mining community. *Rhetoric Society Quarterly*, 46, 381-409. doi:10.1080/02773945.2016.1227871

8-*Chevrette, R., & Hess, A. (2019). "The FEMEN body can do everything": Generating the agentic bodies of social movement through internal and external rhetorics. *Communication Monographs*. Online first. doi:10.1080/03637751.2019.1595078

Assignment: Be prepared to discuss questions you have about the IRB process and the "New Investigator Toolkit." **Complete the CITI certification process** (and bring to class physical proof of your certification) for eligibility to gain approval for the University of Utah's Institutional Review Board. Follow the directions for Online CITI Training and Certification at: <http://irb.utah.edu/training/> (you are in Group 2: Social/Behavioral).

UNIT II: How to generate qualitative data (an introduction)

September 18

Issues in Study Design

9-Charmaz, Chapter 2: “Gathering rich data” (pp. 22-54)

10-Christians, C. G. (2005). Ethics and politics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 139-164). Thousand Oaks, CA: Sage.

11-Jensen, R. E., Christy, K., Gettings, P. E., & Lareau, L. (2013). Interview and focus group research: A content analysis of scholarship published in ranked journals. *Communication Methods and Measures*, 7, 126-133.

12-Endres, D., Hess, A., Senda-Cook, S., & Middleton, M.K. (2016). *In situ* rhetoric: Intersections between qualitative inquiry, fieldwork, and rhetoric. *Cultural Studies Critical Methodologies*, 16, 511-524. doi:10.1177/1532708616655820

In-class Activity: Mapping the benefits and drawbacks to different qualitative methods.

September 25

Observation and Participation

13-Lindlof & Taylor, Chapter 6: “Participation, observation, and recording communication” (pp. 172-218)

14-Hasian, M. (2004). Remembering and forgetting the ‘final solution’: A rhetorical pilgrimage through the U.S. Holocaust Memorial Museum. *Critical Studies in Media Communication*, 21, 64-92. doi:10.1080/0739318042000184352

15-*Way, D., & Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating, and (re)acting: A qualitative study of compassionate communication at hospice. *Communication Monographs*, 79, 292-315. doi:10.1080/03637751.2012.697630

16-*Dean, M., Gill, R., & Barbour, J. B. (2016). “Let’s sit forward”: Investigating interprofessional communication, collaboration, professional roles, and physical space at EmergiCare. *Health Communication*, 31, 1506-1516. doi:10.1080/10410236.2015.1089457

In-Class Activity: Observation and participation practice—tips and tricks.

October 2

Interviews and Focus Groups

Presentation by Ph.D. candidate Benjamin Mann on his interview-focused dissertation project.

17-Lindlof & Taylor, Chapter 7: “Qualitative interviewing” (pp. 219-275)

18-Charmaz, Chapter 3: “Crafting and conducting intensive interviews” (pp. 55-82)

19-*Rubincam, C. (2017). “It’s natural to look for a source”: A qualitative examination of alternative beliefs about HIV and AIDS in Cape Town, South Africa. *Public Understanding of Science*, 26, 369-384. doi:10.1177/0963662515611823

20-*Kam, J.A., Torres, D.P., Fazio, K.S. (2018). Identifying individual- and family-level coping strategies as sources of resilience and thriving for undocumented youth of Mexican origin. *Journal of Applied Communication Research*, 46, 641-664.

October 9

Fall Break

October 16

Archives, Interviews, and Fieldwork, Oh My!

21-*Berkenkotter, C.A., & Hanganu-Bresch, C. (2011). Occult genres and the certification of madness in a 19th-century lunatic asylum. *Written Communication*, 28, 220-250. doi:10.1177/0741088311401557

22-*Davis, S.M. (2019). When sistahs support sistahs: A process of supportive communication about racial microaggressions among Black women. *Communication Monographs*, 86.2, 133-157. doi:10.1080/03637751.2018.1548769

23-*Donovan-Kicken, E., Tollison, A. C., & Goins, E. S. (2011). A grounded theory of control over communication among individuals with cancer. *Journal of Applied Communication Research*, 39, 310-330. doi:10.1080/00909882.2011.585398

24-*Ewalt, J. P. (2018). Cultivating consubstantiality with the land institute: Organizational rhetoric and the role of place-making in generating organizational identification. *Communication Monographs*, 85, 380-398. doi:10.1080/03637751.2018.1427880

25-*McGladrey, M.L. (2014). Becoming tween bodies: What preadolescent girls in the U.S. say about beauty, the ‘just-right ideal,’ and the ‘Disney Girls.’ *Journal of Children and Media*, 8, 353-370. doi:10.1080/17482798.2013.805305

Due: Draft of Methods Section One

October 23

Artifacts, Archives, and Material Culture

MEETING in the Marriott Library, Special Collections Classroom for a presentation by Reference Librarian Alison Elbrader concerning:

- using the Marriott Library's Special Collections
- doing archival research in general

26-Lindlof and Taylor, Chapter 8: "Studying materiality" (pp. 276-307)

27-Hodder, I. (2003). The interpretation of documents and material culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2nd ed., pp. 155-175). Thousand Oaks, CA: Sage.

28-"Using Archives: A Guide to Effective Research":

<http://files.archivists.org/pubs/UsingArchives/Using-Archives-Guide.pdf>

29-Finnegan, C. A. (2006). What is this a picture of? Some thoughts on images and archives. *Rhetoric & Public Affairs*, 9, 116-123. doi:10.1353/rap.2006.0023

UNIT III: How to analyze qualitative data (an introduction)

October 30

Software for Qualitative Data Analysis

MEETING with Librarian Donna Ziegenfuss about Data Analysis Software; Marriott Library Room 1060

30-Lindlof & Taylor, Chapter 9: "Analyzing, coding, and managing data" (pp. 308-339)

31-Charmaz, Chapter 5: "The logic of grounded theory coding practices and initial coding" (pp. 109-137)

32-Charmaz, Chapter 6: "Focused coding and beyond" (pp. 138-161)

33-Gibbs, G. R. (2014). *Using software in qualitative analysis*. In Uwe Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 277-294). Thousand Oaks, CA: Sage.

November 6

Data Analysis and Theory Building

34-Lindlof & Taylor, Chapter 10: “Creating, evaluating, and enhancing interpretations of data” (pp. 340-369)

35-Charmaz, Chapter 8: “Theoretical sampling, saturation, and sorting” (pp. 192-224)

36-Charmaz, Chapter 9: “Reconstructing theorizing in grounded theory studies” (pp. 225-260)

37-Dunne, C. (2011). The place of the literature review in grounded theory research. *International Journal of Social Research Methodology*, 14, 111-124. doi:10.1080/13645579.2010.494930

In-class Activity: Coding practice—tips and tricks.

November 13

NCA-no class

November 20

Writing, Presenting, and Submitting

38-Lindlof & Taylor, Chapter 11, “Writing, authoring, and publishing” (pp. 370-417)

39-Charmaz, Chapter 11, “Writing the draft” (pp. 285-318)

40-Ray, A.G. (2010). Living and learning with the lyceum: A reflection on invention. *Review of Communication*, 10, 236-248. doi:10.1080/15358590903536486

In-Class Activity: Vita construction tips and tricks.

November 27

Thanksgiving holiday—no class

DUE: Annotated Bibliography uploaded to Canvas by the beginning of class time (2:00 p.m.)

December 4

Methods Presentations

Last Class Meeting—All Presentations and a final discussion of the Methods Section Portfolio.

DUE: Methods Section Portfolio uploaded to Canvas by the beginning of class time on December 11th (2:00 p.m.)
