

Marshall University

Course Title/Number	Qualitative Research Methods: CMM 676
Semester/Year	Spring 2013
Days/Time	Thursday 6:30-9:00 pm
Location	Smith Hall 261
Professor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office/Hours	M- 9:00-12:00; 1:00-1:45 T- 10:00-10:45 W- 9:00-12:00; 1:00-1:45 TH- 1:15-3:00
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment
Class Policies	All assignments must be typed, size 12 font, 1 inch margins, double spaced

Course Description

This course provides an introduction to the breadth of qualitative research methods and their application in communication studies.

General Education Program Student Learning Outcomes

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

1. Aesthetic/Artistic
2. Communication (oral, written, visual)
3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical

Relationships among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course	Program Outcomes	Degree Profile Outcomes
Students will understand theory as a context for communication.	Class discussion; Class reading; Class activities; Research Project.	Exams, Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will generalize communication patterns from qualitative inquiry.	In-depth interviews, observations, primary source data.	Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will assess the ways qualitative research methods inform theoretical understanding.	Class discussion; Class reading; Class activities; Research Project.	Exams, Research Paper.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge
Students will analyze communication artifacts using qualitative communication theory.	Research Project.	Exams, Research Paper.	2,3,6,7	Applied learning; Broad, Integrative Knowledge; Intellectual skills
Students will synthesize qualitative data.	Research Project.	Research Project.	2,3,6,7	Broad, Integrative Knowledge; Intellectual skills
Students will analyze qualitative data.	Research Project.	Research Project.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning.

Required Texts, Additional Reading, and Other Materials

Denzin, Norman K. and Yvonna S. Lincoln. (2011). *The Sage Handbook of Qualitative Research, 4th ed.* (Thousand Oaks: Sage).

Course Reserve (available for two hours loan at Drinko Library):

Lindlof, Thomas R. (1995). *Qualitative Communication Research Methods.* (Thousand Oaks: Sage).
Call# P91.3.L56 1995

Course Requirements	Due Date	Points
Midterm Exam	March 7	100
Final Exam	May 9	100
Participation 10 sessions x 10 points	-----	100
Semester Project		
Topic Selection	January 25	10
CITI Certification (Instructions Attached)	February 7	10
Annotated Bibliography	February 14	25
Project Proposal	February 28	25
Interview Protocol	March 14	50
Analytic Paper	May 2	150
TOTAL		570

Participation and Discussion 100 points

This class will be conducted as a seminar, which is organized and conducted differently from typical undergraduate courses. Specifically, students will spend little time listening to lectures and much more time reading and analyzing course materials, participating in thoughtful and focused discussion about the material, and synthesizing old and new ideas. In hopes of fulfilling these goals, *you are required to bring at least four well developed discussion questions to class that pertain to that day's readings.* Questions might be related to inconsistencies between readings, misunderstandings you might have, questions for other students about how readings relate, problems with the research, ethical quandaries that arise, etc. These questions are expected to be intelligent and well thought out (simply asking questions that are answered in the readings won't be counted). The point of the questions is to stimulate interesting conversation and

demonstrate that you completed the assigned readings. You should provide me with a printed copy of your questions (at least four) at the beginning of class, clearly labeled with the date and the topic at the top of the page. You should also have a copy for yourself so you'll remember what questions need asking. You will be graded on the questions you bring each day as well as the quality of your contributions to the discussion. This goes without saying, but it is expected that students are respectful of differing opinion during discussion: debate is great, but antagonism is not. If it becomes clear that people aren't sufficiently reading, I reserve the evil right to administer pop quizzes, and these grades will be incorporated into the participation grade. Additionally, each student is expected to lead class discussion on two articles in which they provide an outline of the case study and/or its theoretical contribution.

Semester Project

You must go out into the world and collect two forms of data that you will then analyze through narrative inquiry. Each student must (1) conduct and record five, one-hour interviews, and (2) either complete two hours of field observation OR collect at least two typed of primary source data. Your observation or primary source data should inform your interview data.

Step One: Identifying Topic of Interest (Due January 25)

This project requires a narrow focus to be properly executed. Determine your topic of interest and an appropriate scope for inquiry. Consider that a strength of qualitative methods include their ability to examine contextual dimensions of a social phenomenon; therefore, locating interesting narratives and questions of identity that invite rich storytelling may be of special interest for this project. Submit your topic of interest to the instructor for approval before moving to step two.

Step Two: Annotated Bibliography (Due February 14) (5 pages)

Review 5 articles from communication journals that are focused on your topic of interest. Give priority to articles that use qualitative research methods. To the extent possible, look for articles that use in-depth interviewing and your secondary method of choice (observation or archival). For each article review (approximately 1 page each), give a complete citation, and describe 1) the research questions, 2) the theoretical perspective (include whether this is explicitly stated or how you figured it out), 3) the data collection methods used, 4) the authors' methodological reflections, and 4) your personal critique of the methods used. If you choose your articles carefully, you will be able to build a stronger methods section and a more meaningful reflection on the effectiveness of your methods in the final paper.

Step Three: Project Proposal (Due February 28)

Propose a qualitative research project that can be executed through interview methodology. Provide the 1 or 2 guiding research questions for your investigation. Then discuss your sample. Specifically, describe members of the target sample and why you believe this sample is appropriate for your research question(s), and how you plan to recruit participants. Then, discuss whether you plan to marry the interviews with field observations or primary source material.

Step Four: Interview Protocol (Due March 14)

Create an interviewing protocol for your data collection. First, your protocol needs to include guidelines and steps for implementing the interview. Next, you should include your complete question list, including planned probes. Finally, discuss your interviewing schedule. **READ: TURNER 2010 BEFORE BEGINNING.**

Step Five: IRB Proposal

Complete a research proposal for submission to MU's Institutional Review Board.

Step Six: Analytical Paper (10-15 pages) (Due May 2)

The body of this paper should be divided in the following three parts:

- I. Use the annotated bibliography to write a literature review that establishes what is currently known about your topic.
- II. You must (1) transcribe your interviews and (2) either transform your observation into a narrative structure (who, what, when, where, why, how) OR integrate your primary source data into usable form. Conduct a grounded theory analysis based on your transcripts. Intersect that analysis with your secondary data, using the latter to enrich the former.
- III. Reflect upon your analysis and identify:
 - (1) important intersections and departures from the existing literature;
 - (2) strength and weaknesses of your own experience of data collection;
 - (3) strength and weaknesses of your own experience of inquiry;
 - (4) implications of your study.

REMEMBER, this is a qualitative research methods course, so I will be most interested in your description of your data collection methods and how you employed the grounded theory method of analysis.

Semester Calendar

Week	Reading/Assignment Due	Discussion
1 (1/17)	-----	Thinking About Theory and Research (West & Turner) Introduction to Qualitative Communication Studies (Lindlof, Ch.1)
2 (1/24)	Lindlof (Ch 2) (Sources of the Interpretive Paradigm) Topic Selection Due	Library visit (Drinko 349)
3 (1/31)	Denzin & Lincoln, Ch. 25 (On Narrative Inquiry) Gibbs, R. W., Jr., & Franks, H. (2002) (Example of Narrative and Metaphor)	Narrative paradigm Metaphor analysis
4 (2/7)	Denzin & Lincoln, Ch. 32 (On Talk and Text) Murturi, N. (2005) (Example of Focus Group/Interviewing texts) CITI Certification Due	Design I: Planning (Lindlof, Ch. 3)
5 (2/14)	Denzin & Lincoln, Ch. 28 (On Ethnography) Brewer D. (1992) (Example of Ethnography) Annotated Bibliography Due	Design II: Getting In (Lindlof, Ch. 4)
6 (2/21)	Conquergood, D. (1991) (On Ethnography) Philipsen, G. (1975) (Example of Ethnography)	Observing and Learning (Lindlof, Ch. 5)
7 (2/28)	Denzin & Lincoln, Ch. 31 (On Online Ethnography) Levenshus, A. (2010) (Example of Online Ethnography) Project Proposal Due	Eliciting Experience (Lindlof, Ch. 6)
8 (3/7)	MIDTERM	
9 (3/14)	Denzin & Lincoln, Ch. 30 (On Autoethnography) Langellier, K. (1999) (Example of Autoethnography) Interview Protocol	Creating and Analyzing Texts in the Field (Lindlof, Ch.7)
10 (3/21)	<i>Spring Break</i>	
11 (3/28)	Denzin & Lincoln, Ch. 21 (On Grounded Theory)	Authoring and Writing (Lindlof, Ch. 8)
12 (4/4)	Denzin & Lincoln, Ch.33 (On Focus Groups) Murturi, N. (2005) (Example of Focus Group/Interviewing)	Final Project Check-In

13 (4/11)	<p>Denzin & Lincoln, Ch. 27 (On Oral History Interviewing) Abrahams, R.D (1981) (Discussion of Oral History Methodology) Mintz, S.W (1979) (Discussion of Oral History Methodology)</p>	Critical Thinking and Qualitative Analysis
14 (4/18)	<p>Denzin & Lincoln, Ch. 29 (On Visual Methodology) Chaplin, E. (2006) (Example of Visual Methodology)</p>	<p>Research, Writing, and Analysis (Students will show clips of their interviews, etc. that highlight narrative/metaphor schemas)</p>
15 (4/25)	<p>Denzin & Lincoln, Ch. 26 (On Critical Arts-Based Inquiry) Donmoyer, R & Yennie-Donmoyer, J.(1995) (Example of Critical Arts-Based Inquiry) Harper, D. (2002) (Example of Critical Arts-Based Inquiry)</p>	<p>Research, Writing, and Analysis (Students will show clips of their interviews, etc. that highlight narrative/metaphor schemas)</p>
16 (5/2)	<p>Research Presentations Papers Due</p>	Research Presentations
17 (5/9)	<p>FINAL EXAM</p>	

CITI Instructions (IRB #2 Social/Behavioral Research)

All researchers, staff and students are required to complete an educational course prior to submission of a research protocol. The educational course utilized by Marshall University is the Comprehensive IRB Training Initiative (CITI). The steps for completing the educational requirements can be found on the ORI educational website at <http://www.marshall.edu/wpmu/ori/human-subject-research/education/>. The course is broken down into 25 minute modules so you can complete the modules as time permits. The directions for registering for the course are as follows:

1. Go to the ORI educational website at <http://www.marshall.edu/wpmu/ori/human-subject-research/education/>.
2. Complete step one by reviewing the Belmont Report.
3. Click on the link to the CITI Program on step #2.
4. The first time you go to the site you will have to register for the course and you do that by clicking on the "Register Here" link above the login. Once you register you will just login each time you return.
5. Select Marshall University under "Participating Institutions".
6. Enter a Username and Password that is convenient for you to remember.
7. Create your security question and answer.
8. Fill out Name and Email Address.
9. Answer the CME/CEU and Course Survey questions then click on "Submit."
10. Fill out CITI Member Information Page. All fields with an asterisk must be filled in, then click on "Submit".
11. **Note: There are 3 separate questions for this page.** For **Question #1** Select Group #2 (IRB#2 Social/Behavioral Research). For **Question #2** Select only the box that states "I have not previously completed an approved Basic Course". Skip **Question #3** and then click on "Submit" at the bottom of the page.
12. The next page will ask "Do you need to take the training for more than one institution?" You should click "No". **Note:** Even if you are with the Huntington VAMC **do not** select any other institutions other than Marshall University.
13. Now you are in and you should be on the Learner's Menu page. There you can begin your course by clicking on the link that is in red (**Not Started – Enter**).

You will not have to go through all of these steps each time you go to the site. After the initial registration all you will have to do is login with your Username and Password and pick up where you left off.

If you have any problems or questions please feel free to contact me at 696-4308 or email me at woomer3@marshall.edu.

Michelle Woomer, B.A., M.S.
Research Management Specialist (IRB #2/Conflict of Interest)
Marshall University Office of Research Integrity