

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: CMM

Alpha Designator/Number: CMM 605

☒ Graded ☐ CR/NC

Contact Person: Jill C. Underhill

Phone: 304-696-3013

NEW COURSE DATA:

New Course Title: Qualitative Research Methods

Alpha Designator/Number:

C M M 6 0 5

Title Abbreviation:

Q u a l R e s e a r c h M e t h o d s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

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

Co-requisite(s): N/A

First Term to be Offered: Spring 2017

Prerequisite(s): N/A

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head

Cam Branner

Date

4/23/15

Registrar

Roberta Ferguson 090/01

Date

2/24/15

College Curriculum Chair

Date

Graduate Council Chair

Date

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College: COLA

Department/Division: CMM

Alpha Designator/Number: 605

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Drs. Jill Underhill, Stephen Underhill, Susan Gilpin

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

N/A

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please see the attached syllabus.

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7. COURSE OUTLINE (May be submitted as a separate document)

Please see the attached syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Please see the attached syllabus.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Please see the attached syllabus.

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Please see the attached syllabus.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Please see the attached document.

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Communication Studies
Course Number and Title: CMM 605: Qualitative Research Methods
Catalog Description: This course provides an introduction to qualitative research methods and their application in communication studies.
Prerequisites: N/A
First Term Offered: Spring 2017
Credit Hours: 3

Marshall University

Course Title/Number	Qualitative Research Methods: CMM 605
Semester/Year	Spring 2017
Days/Time	
Location	
Professor	
Office	
Phone	
E-Mail	
Office/Hours	
University Policies	<p>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</p> <p>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</p>

Course Description

This course provides an introduction to 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
8. Ethical Self Awareness

9. Civic Well Being

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.	Reflection Papers, 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 synthesize and analyze qualitative data.	Class Activities; Transcribing and Analyzing Interviews	Research Paper.	2,3,6,7,9	Broad, Integrative Knowledge; Intellectual skills; Civic Well Being
Student will modify core beliefs and ethical principles based on analysis of the perspective and experience of others.	Class Activities; In-depth Interviewing, Class discussion	Reflection Papers; Research Paper	8	Ethical Self Awareness

Students will create new, more accurate explanations for social problems on the basis of ongoing, discipline-specific civic involvement	Analysis for Research Project; Class discussion	Research Paper	9	Civic Well Being

Required Texts, Additional Reading, and Other Materials

Lindlof, T. R. & Taylor, B. C. (2011). Qualitative Communication Research Methods (3rd Ed). Los Angeles: Sage Publications.

Additional readings will be posted to Blackboard.

Course Policies

Attendance: Attendance is necessary for this course and will be taken at each session. You are allowed 1 unexcused absence during the semester (on a day that does not include your oral presentation or a major grading event). The unexcused absence does not include major illnesses that require hospitalization or medical care or university-sponsored events. After the one unexcused absence (a week's worth of class), you will lose -20 points off your total grade for each additional absence. Excused absences must be documented to the Dean of Students. Please see the university catalog for the definition of excused and unexcused absences.

Late Assignments: Assignments not received by the due date will be subject to a reduced grading scale. For every day that the assignment is late without the instructor's approval, the assignment grade will drop 20%.

Grade Inquiries: All grades will be recorded on Blackboard and can be viewed by the students throughout the semester. All questions about graded assignments, quizzes, or exams must be brought to the instructor within two weeks of the day the grade is posted. We will schedule an appointment to discuss the grade outside of class time.

Plagiarism: Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

Cheating: According to university policy, cheating is defined as the use of any

unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

Civility:

Cell Phones: Let's create an oasis of civility in our classroom. Please make sure that all cell phones are silenced before class starts. Please try to abstain from using your phone in class.

Laptops: Feel free to bring a laptop to take notes during class; BUT, other uses of the computer such as e-mailing friends or surfing the web for unrelated class material may result in your dismissal.

<p>This is the only physical copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing.</p>
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Course Requirements	Points	Due Date
Midterm Exam	50	
Final Exam	50	
Semester Research Project		
Pre-Reflection	10	
Annotated Bibliography	25	
Interview Protocol Draft	10	
Finalized Interview Protocol	40	
Process Reflection	10	
Transcriptions	50	
Project Presentation	50	
Analytic Paper	100	
Summative Reflection	25	
TOTAL	420	

Course Assignments

Research Project

The major course assignment will involve a research project for the Department of Communication. Specifically, we will investigate understandings of civic engagement in the basic public speaking course, and perceptions about grounding the course in ideals of civic engagement and social justice.

Guidelines and rubrics for all assignments will be posted on Blackboard. All assignments should be submitted via the drop box function. Below is a brief description of the major assignments for the course.

Pre-Reflection: After reading two articles on civic engagement and learning about the needs of our basic course in public speaking, you will author a reflection on your orientation toward these topics.

Annotated Bibliography: You will review 5 articles from communication journals that are focused on examining the role of race, gender, sexual orientation, or privilege; or promoting citizenship, civic engagement, social justice, and similarly related concepts in public speaking courses. 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.

Interview Protocol: We will decide as a group who should be interviewed for this project. You will then 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. If needed, you will revise and resubmit the protocol.

Process Reflection: You will reflect on our progress in the research project and ways we are enacting the goals of service learning. We can also reflect on our expectations for data collection.

Transcriptions: You will transcribe the interview data and add your notes and observational data to create a rich text for analysis. You will submit all of your data to earn credit toward your final grade.

Analytical Paper: Use the annotated bibliography to write a literature review that establishes what is currently known about your topic. 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. 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.

Summative Reflection: After completing the requirements for this course, you will author a reflection on your experience with service learning and qualitative research. Through guided prompts you will reflect upon the how the experiences within the class influenced your understanding of qualitative research and community engagement.

Course Schedule

Meeting	Topic	Readings Due	Assignments Due
1	Class Introduction	Lindlof & Bryan Chapter 1 Frey- Communication and social justice research	Complete CITI IRB training by 11:59 pm on DATE
2	Theoretical Assumptions Introduction to Qualitative Traditions	Lindlof & Bryan Chapter 2 Hogan et al.- Democratic Citizenship and Public Speaking	Pre-reflection due by 11:59 pm on DATE
3	Planning Research Projects Implementing Research Projects	Lindlof & Bryan Chapter 3 Lindlof & Bryan Chapter 4	
4	Producing Data: Participating, Observing, & Recording	Lindlof & Bryan Chapter 5	Annotated Bibliography due by 11:59 pm on DATE
5	Producing Data: Qualitative Interviewing	Lindlof & Bryan Chapter 6	
6	Producing Data: Qualitative Interviewing (continued)		Protocol Draft due by 11:59 pm on DATE
7	IRB Workshop		Finalized Protocol due by 11:59 pm on DATE
8	Producing Data: Analyzing Material Culture and Documents	Lindlof & Bryan Chapter 7	
9	Midterm Exam		Process Reflection due Wednesday, DATE at 11:59 pm.
10	Spring Break		

11	Data Collection		
12	Data Collection		
13	Sense-making Analysis	Lindlof & Bryan Chapter 8	Transcriptions due by 11:59 pm on DATE
14	Grounded Theory Method		
15	Writing Up Results	Lindlof & Bryan Chapter 9	
16	Presentation of Findings		Research Presentations Analytic Paper due by DATE at 11:59 pm
17	Final Exam		Final Exam Summative Reflection due by 11:59 p.m.

Qualitative Research Methods Bibliography

Berg, B. L. & Lune, H. (2011). *Qualitative research methods for social science* (8th Ed.).

United States of America: Pearson.

Berger, A. A. (2011). *Media and communication research methods: An introduction*

to qualitative and quantitative approaches (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed method approaches* (4th Ed.). United States of America: Sage Publications.

Denzin, N. K. (1989). *Interpretive interactionism*. Thousand Oaks, CA: Sage Publications.

Denzin, N. K. (1995). Messy methods for communication research. *Journal of Communication*, 45(2), 177-186.

Denzin, N. K. (2001). The seventh moment: Qualitative inquiry and the practices of a more radical consumer research. *Journal of Consumer Research*, 28, 324-330.

Fernald, D. H. & Duclos, C. W. (2005). Enhance your team-based qualitative research. *Annals of Family Medicine*, 3(4), 360-364.

Flick, U. (2014). *An introduction to qualitative research* (5th Ed.). Thousand Oaks, CA: Sage Publications.

Frey, L. R. (1998). Communication and social justice research: Truth, justice, and the applied communication way. *Journal of Applied Communication Research*, 26(2), 155-164.

Lindlof, T. R. & Taylor, B. C. (2011). *Qualitative communication research methods* (3rd Ed.). Los Angeles: Sage Publications.

Locke, L. F., Silverman, S. J., Spirduso, W. W. (2010). *Reading and understanding research* (3rd Ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd Ed.). United States of America: Sage Publications.

Saldana, J. (2012). *The coding manual for qualitative researchers* (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Young, M. (2009). Opening the authoethnographic I of opportunity. *American Communication Journal*, 11(3), 1-18.