coms 200

fall 2020
qualitative research methods
section 1, #80316, T, 5:30-8:20 p.m., virtual

description

This course explores the landscape of qualitative research methods, with an emphasis in the field of Communication Studies. Students will learn how to develop and execute a qualitative research project on a communication topic of their choice, while understanding the ethical and pragmatic factors that go into using qualitative methodologies. Students will practice planning for, gathering, and analyzing qualitative data using a variety of tools, and developing theoretical and practical claims about communication phenomena. Along the way, students will learn about graduate studies broadly and develop a conference-ready research paper.

Catalogue description: Focuses on qualitative research methods as one methodological option to use in scholarly research. Critically review and analyze existing qualitative research projects; creation of qualitative research project; and response to the research projects of peers. Consideration of ways to successfully integrate into the communication discipline through a variety of class discussions, readings, and activities.

texts & materials

1. **Required:** Readings, as assigned. (Available free online or Canvas)
2. **Required:** American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). Washington: APA OR relevant resources for APA style.
3. **Required:** Goodall Jr, H. L. (2000). *Writing the new ethnography*. AltaMira Press.
4. **Required:** Tracy, S. J. (2020). *Qualitative research methods*. UK: Wiley-Blackwell.
5. **Required:** Lindemann, K. (2017). *Communicating Research, Communicating Results: Writing the Communication Research Paper*. John Wiley & Sons.
6. **Required:** Graff, G., & Birkenstein, C. (2016). *They say, I say. The Moves That Matters in Academic Writing. 3rd Edition*. W.W. Norton & Company. (4th edition is also acceptable)
7. **Required:** Computer or web device, access to reliable internet, access to Canvas, access to zoom
8. **Recommended:** Headset

course learning objectives

1. To **describe** the important contexts and issues that surround qualitative research methods
2. To **compare/contrast** the important methods and research tools used to assess communication phenomena qualitatively
3. To **appreciate** the complexity that qualitative methodologies offer researchers
4. To **practice** qualitative research skills, including data gathering and analysis
5. To **apply** qualitative methods to a communication research context or problem
6. To **evaluate** qualitative research and approaches
7. To **generate** conference-ready research using qualitative methods
8. To **demonstrate** the skills necessary to be a successful graduate student in Communication Studies at Sacramento State through oral and written work.

contact info

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twitter: @drshawna   pronouns: she/her

coms 200 classroom culture

the process of teaching & learning in coms 200

Good learning is an active process which means that you will be directly involved through discussion, activity and collaboration. A typical class session will involve a great deal of student-to-student interaction. You will: talk about your ideas; develop, present and analyze arguments; write and share your writing; develop conceptual maps and models; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes. As a result, there will be ample opportunity to practice relevant skills and discuss course concepts.

ways to participate

In grad seminars, your participation in class discussions and debate is vital. Some participation is structured (e.g., discussion leading and reading reports), but most is left up to you. Plan to intentionally participate, even if it feels uncomfortable at first. Everyone is at the beginning of their graduate school career and figuring out what it means to be a grad student. Some people are more adept at *looking* and *sounding* like they know what they're doing, and that might feel intimidating. But you were chosen to be here and have important contributions. So please speak up!

Students often feel better able to participate in discussions when they have prepared. I recommend you outline articles and/or make notes while you read. In class, you will want to clearly evidence your careful preparation by offering:

1. Factual or clarifying questions
2. Provocative questions for discussion or debate
3. Careful critiques of research findings
4. Evidence that complicates or extends current readings
5. Insightful connections between readings
6. Applications to other research or experience
7. Share relevant (but not otherwise assigned) articles with the class

class behavior & class culture

Keeping the **golden rule** in mind, please treat others as you wish to be treated. I intend to treat each student with respect, dignity and courtesy. I assume that your classmates and I will receive the same treatment from you. You are expected to arrive on time, fully prepared to actively engage in class activities, and to act in a professional, respectful manner. Active participation demonstrates your commitment to the learning process and enhances your understanding of the material.

Because our class will be conducted virtually, staying consciously engaged is especially important. Please be aware of your Zoom presence and when other technology or noises in your environment might be distracting.

Likewise, I want to build a class climate that is comfortable for all. It is especially important to:
* display respect for all members of the class
* avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and class.
* pay attention to and participate in all class sessions and activities as you are able
* avoid unnecessary disruption during class time (e.g., talking out of turn, arriving late, succumbing to electronic distractions during discussions)

coms 200 policies & requirements

expectations for graduate students

In addition to developing your skills as a qualitative researcher, COMS 200 introduces you to graduate study and what it means to be a graduate student. Below are my basic expectations for graduate students. If you do not already meet or exceed these markers, it is expected that you will get up to speed (with help, if necessary, of course!).

- Graduate level writing ability
- Intellectual curiosity
- Knowledge of library databases and Google Scholar
- Ability to find and access resources independently
- Personal time management/meeting deadlines
- Preparedness for class discussions (aka DO THE READING, all of it, maybe more than once.)

- Professional communication by email, including reasonable response times
- Engagement in department/cohort life
- Appropriate interpersonal communication (read: be kind, avoid gossip, respect others, be mindful)
- Appropriate physical and mental health (read: eat well, sleep well, take your vitamins, exercise, etc.)
- Minimal whining :)

attendance/punctuality

Please arrive **on time** and prepared for the day's activities. You are expected to attend every class session, except in cases of emergency or illness. Classes will be recorded so if you have to miss one, you will be expected to watch the video to keep up with the conversation. If you miss more than one class, your final grade may be negatively impacted.

academic honesty, plagiarism and cheating

Academic misconduct will result in, at the very least, a zero on the assignment in question, and may include a failing course grade and/or possible university sanctions. Please be aware that plagiarism is the stealing of ideas which happens when you use someone else's material (including words, figures, images, structure, style, etc.) without giving the creator proper credit. Plagiarism often happens inadvertently through mis-citing or mis-applying APA style, so please be extremely careful. Please acquaint yourselves with the university's academic integrity policy, which can be found here: http://www.csus.edu/umanual/student/stu-0100.htm

Also, while is it common for graduate school papers to be centered around a common research interest, your work for COMS 200 should be original, and not include material prepared for a different course. If you have questions about this, see me immediately. To assist with student learning, honesty, and integrity, you may be asked to submit your essays to Turnitin which will enable you to check your paper for plagiarism. TurnItIn also allows me to compare your work with prior publications and papers.

late work

Unless specifically noted, all assignments are due at the beginning of class time on the date assigned. Late work will be accepted only in extreme circumstances and will be marked down by 50%.

add/drop policy

I follow the department/university policy on adding and dropping. Students may drop this course during the first two weeks of the semester without restriction or instructor approval.

pets & kids welcome!

As we're doing class from home, it's completely expected that we'll see each other's family, roommates, and pets from time to time. You'll definitely get to know my Walter and Clyde, who will frequently speak up in discussions, ahem.

Please feel free to introduce the others in your home-class environment, and also be ready to use the mute function on zoom if your background is noisy.

coms 200 policies & requirements

assignments & evaluations

Throughout the semester, you will have a number of opportunities to demonstrate your achievement of course learning objectives. Detailed criteria and requirements will accompany each assignment.

Engagement & Participation 250
Engagement and participation is a cornerstone of graduate coursework. Course discussions will only be as good as the comments, questions, observations and connections that students contribute. Therefore, please prepare for class carefully, and be ready to contribute. Part of weekly participation will include reporting on the details of specific articles. (See details/examples of participation activities on page 2.) **Due to our current pandemic situation, if you come down with COVID-19 and need an extended break from class, we can develop alternative means for you to be successful in engagement and participation**

Reading Reports (10 reports).. 150
Short reports based upon each week's set of readings. 12 listed on the syllabus. 10 required. If you complete all 12, the lowest two scores will be dropped.

Practica (20 points each) 300
As a means of working toward the final paper and your continued graduate study, you will complete 15 practica assignments--building blocks that help you practice the skills necessary to be an excellent qualitative researcher and graduate student. Details about each assignment to follow.

Final Paper Practica (due Tuesdays)	**Grad School Prep Practica (due Nov 24)**
IRB training & Application	Grad Resources Review
Potential Topic & Approach	Comm Discipline Survey
Annotated Bibliography	National & Regional Conference Report
Interview Guide	Professor e-Meet-n-Greets
Research Proposal	Draft CV
Fieldnotes	
Analysis Nuts & Bolts	
Advanced Analysis	
Full Draft	
Peer Review	

Final Paper (including presentation) 300
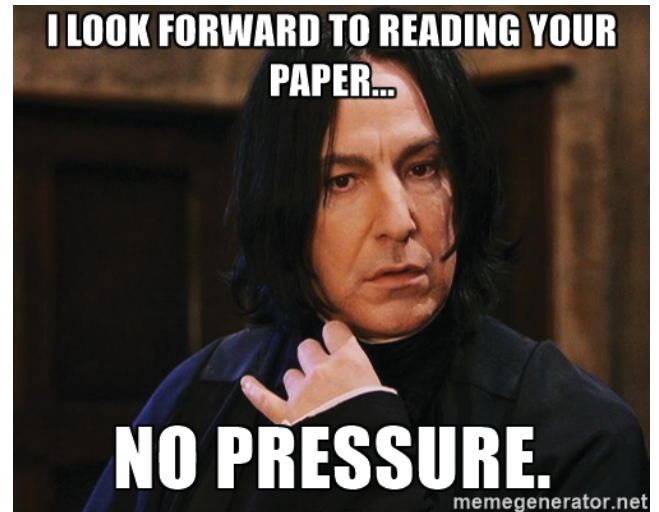As the culminating experience for COMS 200, you will conceive of and execute a qualitative research study about a communication topic of your choice, including at least 5 in-depth interviews. Projects will be broken up into pieces (see practica assignments), with ample opportunity for feedback and revision before the final assessment. You will formally present your paper during the last regular class of the semester and participate in peer review before turning in a conference-ready 22-25 page manuscript during finals week. You can work alone or with a partner. (If you co-author a study, your page count remains the same, but you will each need to complete the minimum number of interviews)

coms 200 policies & requirements

assignment formatting

Please prepare your work carefully. It is expected that you writing be at the graduate level. Proper grammar, correct spelling and articulate writing style are imperative. Assignments neglecting these elements will receive lower grades as a result.

Specific formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point font. Please also include a single-spaced header for each assignment that includes your name and the assignment. Use APA style for references and in-text citations.

I LOOK FORWARD TO READING YOUR PAPER...

NO PRESSURE.

memegenerator.net

grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of graduate students. All expectations will be shared via assignment descriptions with learning goals and rubrics. It is your responsibility to understand why you have achieved a certain grade and what steps can maintain or improve your grade (see "Grading Questions" below and "Grading Standards" on page 7).

graded assignments

I will do my best to grade regular assignments to you seven days after you turn them in. Longer papers may take up to two weeks. Grades will be posted to Canvas, along with feedback.

grading scale
Final grades will not be rounded.

≥ 94% .....A	≥ 88% .....B+	≥ 78% .....C+	≥ 68% .....D+	< 60%.....F
≥ 90% .....A-	≥ 84% .....B	≥ 74% C	≥ 64% .....D	
	≥ 80% .....B-	≥ 70% .....C-	≥ 60% .....D-	

grading questions

If you have questions about a grade or evaluation, I am more than happy to speak with you. Please note, however, I will <u>not</u> discuss grades for an assignment on the day they are posted. All such discussions will take place at least one day after the grade has been received. This is to give you time to read the comments/evaluation. If you wish to contest a grade, write out your argument clearly, concisely and completely, and schedule a meeting with me. **You have seven days to contest a grade from the time the assignment was evaluated.**

coms 200 grading standards

A: Outstanding – Original, appropriate criticism of course concepts
"A" work constitutes superior handling of the mechanical and conceptual material covered in class. Not only will "A" work synthesize and interact with the ideas and materials covered, but it will also show some originality of thought, an unusual degree of clarity in expression, and an ability to contextualize ideas, explore implications, and/or raise meaningful questions. "A" serves as a reward for superior presentation of extremely diligent consideration given to conceptually complex work. Such quality of work is achievable, but it is not common.

B: Very Good – Thorough, appropriate synthesis of course concepts
"B" work is marked by a timely completion of the assignment, demonstrating not only a grasp of the material under consideration, but the ability to synthesize and interact with that material, rather than simply repeat it. "B" work goes beyond minimum requirements outlined in the assignment, but not in a disorganized or rambling manner. Not every attempt to go beyond the minimum requirements will succeed. The grade of "B" represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product.

grading standards

If you have questions about these standards or any aspect of a particular assignment, please speak with me! Stop by office hours, send me an email, call me on the phone, release a homing pigeon, throw up a smoke signal...
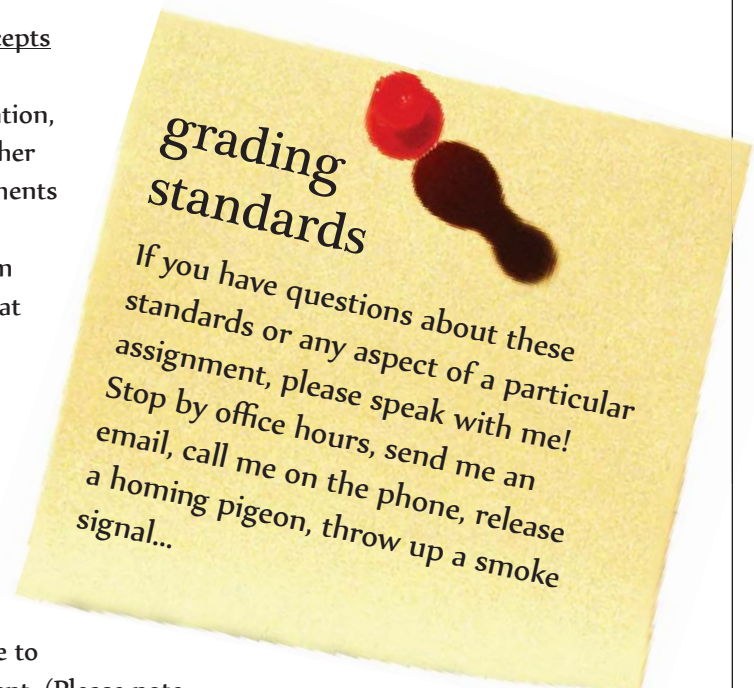
C: Adequate – Solid comprehension of course concepts
"C" work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. "C" is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that "going beyond" the minimum does NOT generally entail things like fancy cover sheets, colored fonts, or exceeding the assigned length of the assignment. "Going beyond" almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

D: Poor – Lack of understanding/Assignment does not meet most requirements
"D" is given for work that meets the requirements established, but demonstrates serious flaws either in conceptual formation or mechanical limits. "D" work could be seen in, for example, a good idea expressed very poorly or, conversely, a well-written paper that actually says nothing. "D" work: requires major revision; strays from or confuses audience and purpose; lacks substantive development; is overly generalized or uses facts that have questionable credibility; is formatted or designed in a way that is confusing or misleading; demonstrates an inconsistent or sometimes muddled style; demonstrates unsatisfactory mastery of standard written English where required.

F: Fails – Does Not Meet Assignment Requirements
"F" is given for an assignment that fails to meet the mechanical or conceptual requirements of university work. Mechanical requirements would be matters such as turn-in times, length of assignment, grammatical concerns, focus of assignment, etc. Conceptual matters would revolve around the comprehension of ideas and relationships between ideas. "F" work: fails to meet most of the stated assignment requirements; lacks focus on a subject or appropriate audience; includes unsatisfactory format; includes content that is weak, poorly developed, inadequate; lacks logical connections between ideas, sentences, paragraphs; lacks consistency in style and tone; demonstrates habitually poor writing skills where required.

coms 200 resources

violence, discrimination & sexual assault support services

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources via the Sac State Violence and Sexual Assault Services Program. More information: https://www.csus.edu/student-life/health-counseling/sexual-violence-support/, Sac State Victim Advocate: 916-278-3799, Student Health and Counseling: 916-278-6461; Office of Student Conduct: 916-278-6060.

As an instructor, one of my responsibilities is to help create a safe learning environment. I hope you feel comfortable sharing your life experiences in classroom discussions, in written work, and in meetings. However, I also have a mandatory reporting responsibility regarding sexual misconduct. This means I am specifically required to report sexual misconduct to the university. If you share that type of information with me, I will try to keep it private, but I cannot guarantee it. I can, however, help you find completely confidential resources such as Student Health and Counseling.

crisis assistance & resource education support (CARES)

If you are experiencing a crisis, or challenges in the area of basic needs like food and/or stable housing, Sacramento State offers support. Please visit https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

reading & writing resources

It is expected that you write at a level appropriate for a graduate student, with clear structure, clarity, grammar, and style. If you need help, visit the Writing Center in Calaveras Hall Room 128. For more information, call 916-278-6356 or visit: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible. You will need to provide disability documentation to the Office of Services to Students with Disabilities, Lassen Hall 1008, https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/ or call 916-278-7239.

academic support services

Many services are available on campus to support to your academic career, including counseling, tutoring and career advising via the Student Service Center: https://www.csus.edu/student-affairs/

free health and wellness services

Need to see a doctor, speaking with a counselor, or get prescription or over-the-counter meds? You can do all of that for FREE, and participate in free wellness/health classes. Virtual services are available. Learn more: https://www.csus.edu/student-life/health-counseling/

incompletes

Following university policy, incompletes will only be considered due to an extreme personal situation when most of the class has been completed. Substantive documentation and a concise plan and time line for completing the course are required.

coms 200 tentative course calendar*

wk	date	topic/readings	assignment due
1	9/1	**Introductions/Welcome** **So you decided to go to grad school?** **Thinking qualitatively**	Reflections about your chosen exemplars and questions about the Graduate Document discussed at orientation.
2	9/8	**Contextualizing qualitative research** Tracy—#1 Developing Contextual Research that Matters Tracy—#2 Entering the Conversation of Qualitative Research Tracy—#3 Paradigmatic Reflections and Theoretical Foundations Denzin, N. K. & Lincoln, Y.S. (2011). Introduction: The discipline and practice of qualitative research. Handbook of qualitative research, 4	Reading Report #1
3	9/15	**Planning a qualitative project/Finding scholarly sources** Tracy—#5 Negotiating Access and Exploring the Scene Ellingson, L.L. (2008). Engaging crystallization in qualitative research, Chapter 4, Strategies for design: Putting crystallization into practice. Lindemann (whole book, except chapter 6 and 8) They Say/I Say (whole book)	Reading Report #2 Practica #1—Potential Topic & Approach
4	9/22	**Proposal Writing & Reading Scholarship** Tracy—#4 Research Design: Sampling, research proposals, ethics, and IRB Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. Journal of Applied Communication Research, 35(3), 223-245. 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(3), 292-315.	Reading Report #3 Practica #2—IRB Training & Application via Cayuse

coms 200 tentative course calendar*

wk	date	topic/readings	assignment due
5	9/29	**Data Gathering--Interview Planning** Tracy-- #7 Interview Planning and Design Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. Field methods, 18(1), 59-79. Tracy, S.J., & Rivera, D. (2010). Endorsing equity and applauding stay-at-home moms: How male voices on work/life reveal aversive sexism and flickers of transformation. Management Communication Quarterly, 24, 3-43. Way, A.K. (2020). Meaning/fulness through family: Discourses of work among poor and working class youth. Western Journal of Communication, 84, 641-659.	Reading Report #4 Practica #3--Annotated bibliography
6	10/6	**The art of the interview--Workshop** Tracy #8: Interview Practice: Embodied, Mediated, and Focus Group Approaches Gist-Mackey, A.N., & Kingsford, A.N. (2020). Linguistic inclusion: Challenging Implicit Classed Communication Bias in Interview Methods. Management Communication Quarterly (online first). Way, A. K., Zwier, R. K, & Tracy, S. J. (2015). Dialogic interviewing and flickers of transformation: An examination and delineation of interactional strategies that promote participant self-reflexivity. Qualitative Inquiry, 21(8), 720-731.	Reading Report #5 Practica #4--Interview guide
7	10/13	**Data Gathering--Relational Ethics** Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. Qualitative Inquiry, 10(2), 261-280. Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. Qualitative Inquiry, 13(1), 3-29. Tracy, S. J. (2014). Fieldwork horse-assery: Making the most of feeling humiliated, rebuffed, and offended during participant observation research. Management Communication Quarterly, 28(3), 459-466.	Reading Report #6 Practica #5--Research proposal

coms 200   tentative course calendar*

wk	date	topic/readings	assignment due
8	10/20	**The art of fieldwork** Tracy—#6 Field Roles, Fieldnotes and Field Focus READ THIS FIRST Goodall, H.L., (2000). Writing the New Ethnography [Whole Book] Weick, 2007, The Generative Properties of Richness. Academy of Management Journal, 14-19.	Reading Report #7 Recommended timeline: Be collecting interviews!! (Once you have IRB approval and feedback on your interview guide.)
9	10/27	**Exemplars** Malvini Redden, S. (2012). How lines organize compulsory interaction, emotion management, and "emotional taxes": The implications of passenger emotion management and expression in airport security lines. Management Communication Quarterly, 27, 121-149. Tracy, S. J., & Huffman, T. P. (2017). Compassion in the face of terror: A case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. Communication Monographs, 84(1), 30-53. Vande Berg, L., & Trujillo, N. (2009). Cancer and death: A love story in many voices. Qualitative Inquiry, 15(4), 641-658.	Reading Report #8
10	11/3	**The art of fieldwork, observational exercise** Katz, J. (2001). From how to why: On luminous description and causal inference in ethnography (part 1). Ethnography, 2, 443-473. Katz, J. (2002). From how to why: On luminous description and causal inference in ethnography (part 2). Ethnography, 3, 63-90.	Practica #6—Fieldnotes
11	11/10	**Intro to data analysis** T #9 —Data Analysis Basics: A Phronetic Iterative Approach Revisit Katz (2001) and Katz (2002) from last week Revisit Ellingson (2008) from week 3. Thornberg, R., & Charmaz, K. (2014). Grounded theory and theoretical coding. In U. Flick (Ed.), The SAGE handbook of qualitative data analysis (pp. 153-169). Los Angeles: SAGE.	Reading Report #9 Practica #7—Analysis Nuts & Bolts

coms 200 tentative course calendar*

wk	date	topic/readings	assignment due
12	11/17	**Advanced Data Analysis** Tracy #10 – Advanced Data Analysis: The Art and Magic of Interpretation LeGreco, M., & Tracy, S.J. (2009). Discourse Tracing as Qualitative Practice. Qualitative Inquiry, 15, 1516-1543. Malvini Redden, S., Tracy, S. J., & Shafer, M. S. (2013). A metaphor analysis of recovering substance abusers' sensemaking of medication-assisted treatment. Qualitative Health Research, 23(7), 951-962. Tracy, S.J., & Malvini Redden, S. (2015). Drawings as a Visual and Creative Qualitative Research Methodology in Organizations. Handbook of Qualitative Organizational Research.	Reading Report #10 Practica #8–Advanced Analysis
13	11/24	**Writing and Workshopping** Tracy #12- Theorizing and Writing: Explaining, Synthesizing, and Crafting a Tale Tracy #13- Drafting, Polishing, and Publishing	Reading Report #11 Grad School Prep Portfolio Due
14	12/1	**Qualitative quality** Tracy # 11 – Qualitative Quality: Creating a Credible, Ethical, Significant Study Bochner, A. (2000). Criteria Against Ourselves, Qualitative Inquiry, 6(2), 266-272. Denzin, N. K. (2012). Triangulation 2.0. Journal of Mixed Methods Research, 6(2), 80-88. Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. Organizational Research Methods, 16(1), 15-31. Richardson, L. (2000). Evaluating ethnography. Qualitative Inquiry, 6, 253-255.	Reading Report #12
15	12/8	**Presentations & Peer Feedback** Berkun, S. (2009). #35 – How to give and receive criticism. Retrieved from http://scottberkun.com/essays/35-how-to-give-and-receive-criticism/	Practica #9–Full draft Practica #10--Peer Reviews (Peer Review feedback due by Thur at 11:59 p.m.)
16	12/15	**Edit, edit, edit!**	**Final Papers Due by 11:59 p.m.**

- Bazeley, P., & Jackson, K. (Eds.). (2013). Qualitative data analysis with NVivo (2nd ed.). Los Angeles, CA: Sage Publications Limited.
- Bhattacharya, K. (2017). Fundamentals of qualitative research: A practical guide. New York, NY: Taylor & Francis.
- Charmaz, K. (2014). Constructing grounded theory (2nd Ed). Los Angeles, CA: SAGE.
- Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: Sage Publications.
- Clair, R. P. (2003). Expressions of ethnography: Novel approaches to qualitative methods. Albany, NY: SUNY Press.
- Ellingson, L. L. (2009). Engaging crystallization in qualitative research. Thousand Oaks, CA: Sage.
- Ellingson, L.L. (2017). Embodiment in qualitative research. New York, NY: Routledge.
- Ellis, C. (2004). The ethnographic I: A methodological novel about autoethnography. Lanham, MD: Rowman AltaMira.
- Flick, U. (Ed.) (2014). The SAGE handbook of qualitative data analysis. Los Angeles: SAGE.
- Galman, S. C. (2016). The good, the bad, and the data: Shane the lone ethnographer's basic guide to qualitative data analysis. New York: Routledge.
- Given, L. M. (Ed.). (2008). The SAGE encyclopedia of qualitative research methods. Thousand Oaks, CA: Sage Publications.
- Goodall, H. B. (2008). Writing qualitative inquiry: Self, stories, and academic life. Walnut Creek, CA: Left Coast Press.
- Jones, S. H., Adams, T. E., & Ellis, C. (Eds.). (2016). Handbook of autoethnography. Routledge.
- Leavy, P. (2015). Method meets art: Arts-based research practice. New York, NY: Guilford Publications.
- Lindlof, T. R., & Taylor, B. C. (2010). Qualitative Communication Research Methods (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Madison, D. S. (2005). Critical ethnography: Method, ethics, and performance (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). Qualitative data analysis: A methods sourcebook. Thousand Oaks, CA: Sage Publications.
- Saldaña, J. (2016). The Coding Manual for Qualitative Researchers. Los Angeles, CA: Sage Publications.
- Access to Nvivo Qualitative Data Analysis Software (free 14 day trial or a $120 12-month license for students)and its tutorials http://www.qsrinternational.com

coms 200   exemplars

* Bauer, J. C., & Murray, M. A. (2018). "Leave Your Emotions at Home": Bereavement, Organizational Space, and Professional Identity. Women's Studies in Communication, 41(1), 60-81.
* Ellingson, L. L. (2006). Embodied knowledge: Writing researchers' bodies into qualitative health research. Qualitative health research, 16(2), 298-310.
* Ellingson, L. L. (1998). " Then You Know How I Feel": Empathy, Identification, and Reflexivity in Fieldwork. Qualitative Inquiry, 4(4), 492-514.
* Ellis, C. (1993). "There are survivors": Telling a story of sudden death. The Sociological Quarterly, 34(4), 711-730.
* Ellis, C. S., & Bochner, A. P. (2006). Analyzing analytic autoethnography: An autopsy. Journal of contemporary ethnography, 35(4), 429-449.
* Geertz, C. (2005). Deep play: Notes on the Balinese cockfight. Daedalus, 134(4), 56-86.
* Harris, K. L., Palazzolo, K. E., & Savage, M. W. (2012). 'I'm not sexist, but...': How ideological dilemmas reinforce sexism in talk about intimate partner violence. Discourse & Society, 23(6), 643-656.
* Justus, Z. S. (2013). The Story That Is Never Told: One Night With the Minutemen. Qualitative Communication Research, 2(3), 281-300.
* Kuhn, T. (2009). Positioning lawyers: Discursive resources, professional ethics and identification. Organization, 16(5), 681-704.
* Malvini Redden, S. (2015). Sky ops surprise: When near-death experience exposes undercover ethnography. Depart Crit Qual Res, 4(1), 7-34.
* Malvini Redden, S., & Scarduzio, J. A. (2018). A different type of dirty work: Hidden taint, intersectionality, and emotion management in bureaucratic organizations. Communication Monographs, 85(2), 224-244.
* Malvini Redden, S., & Way, A. K. (2017). 'Adults don't understand': exploring how teens use dialectical frameworks to navigate webs of tensions in online life. Journal of Applied Communication Research, 45(1), 21-41.
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