

coms 203

spring 2023
qualitative research methods
section 1, #36409, T, 5:30-8:20 p.m.
Mendocino Hall, Room 4004

description

This course explores the landscape of qualitative research methods, with an emphasis in the field of Communication Studies. The course explores how to assess “how” and “why” questions, how to understand people’s lived experiences from their points of view, and how to use narratives, observations, and autoethnographic reflections as data. 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 how and when to use qualitative methods, and what type of research questions are appropriate for qualitative studies. Students will finish the course by crafting a conference-ready research paper.

Catalogue description: Introduction to advanced qualitative research methods. Students will critically review and analyze qualitative research, learn how to collect and analyze qualitative data, complete a qualitative research project about communication phenomena, and respond to the research projects of peers.

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:** Tracy, S. J. (2020). *Qualitative research methods*. UK: Wiley-Blackwell.
4. **Required:** Lindemann, K. (2017). *Communicating Research, Communicating Results: Writing the Communication Research Paper*. John Wiley & Sons.
5. **Required:** Malvini Redden, S. (2021). *101 Pat-Downs: An Undercover Look at Airport Security and the TSA*. Potomac Press. ISBN 1640123628
6. **Required:** Skloot, R. (2011). *The Immortal Life of Henrietta Lacks*. Crown. ISBN 9781400052189
7. **Recommended:** Graff, G., & Birkenstein, C. (2016). *They say, I say. The Moves That Matters in Academic Writing. 3rd Edition*. W.W. Norton & Company. (Any edition is fine.)

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



coms 203 classroom culture

the process of teaching & learning in coms 203

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; practice aspects of qualitative methodology in class, and develop conceptual maps and models. 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., practica and reading reports), but most is left up to you. Plan to intentionally participate, even if it feels uncomfortable at first. Lots of you are 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 about the readings
2. Generative questions for discussion or debate regarding the "big ideas" from readings
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. Relevant (but not otherwise assigned) articles with the class
8. Discussion board posts or emails with reflections about the readings or org comm concepts

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 respectful manner. Active participation also demonstrates your commitment to the learning process and enhances your understanding of the material. We'll spend time during the first week developing our class norms to cultivate a class climate that is comfortable for all. It is especially important to:

- ♦ display respect for all members of the class – including the instructor and students
- ♦ avoid racist, sexist, homophobic or other negative language and behaviors, including nonverbal, that may unnecessarily exclude or undermine 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
- ♦ disagree with ideas without disparaging others
- ♦ practice empathy and perspective taking
- ♦ show kindness
- ♦ honor commitments

preferred names

Please let me (and the class) know your preferred name. You can call me Dr. Malvini Redden or Professor Malvini Redden. (Please note, no hyphen!) Short version: Dr./Prof Malvini

coms 203 policies & requirements

late work

Unless specifically noted, all assignments are due at the on the dates assigned in the calendar. Late work will be accepted only in extreme circumstances.

attendance/punctuality

In order to have a meaningful class, everyone needs to 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. You will be allowed to make up one absence by completing an alternative assignment. If you miss more than one class, your professionalism and engagement assessment may be negatively impacted.

health and wellness

As evidenced by the attendance and engagement policies, your presence in class is a top priority. However, I do not want you to sacrifice your physical or mental wellbeing, especially during an ongoing pandemic. To support your health, there are many FREE services available via the Well: <https://www.csus.edu/student-life/health-counseling>

If you're sick: stay home, rest and get well! If you have COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, etc.), please get tested immediately. Everyone who tests positive, regardless of vaccination status, is required to stay home for at least 5 days. You should stay home for up to 10 days if your symptoms are not resolved or you continue to test positive. Information and policies for COVID: <https://www.csus.edu/student-affairs/emergency-student-information/>. ****To facilitate our collective health, please plan to wear a mask while in class.****

kid-friendly zone

Have kids? If your childcare falls through at the last minute, consider bringing the kiddos (with appropriate quiet entertainment) with you instead of skipping class. Unless said kiddos are sick, then please stay home and rest.

academic integrity

As graduate students, you are now part of a community of scholars and it is incredibly important to demonstrate integrity in your writing. This means avoiding plagiarism and dishonest research practices. 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. Part of avoiding plagiarism is using proper citation style (e.g., APA format), paraphrasing accurately, and citing only materials you have actually found and read.

It is expected that you will produce original work for COMS 203. Academic misconduct such as plagiarism, purchasing course papers, or using online writing services 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. All instances of plagiarism will be reported the Office of Student Conduct. Please acquaint yourselves with the university's academic integrity policy, which can be found here: <http://www.csus.edu/umannual/student/stu-0100.htm>, as well as with resources for APA style.

Also, while it is common for graduate school papers to be centered around a common research interest, your work for COMS 203 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 citations and plagiarism. You will be encouraged to use Turnitin as a resource to check your paper for citations and plagiarism before final submission.

electronic devices

In order to create the best learning environment, electronic devices (e.g. ipads, laptops, cell phones, tablets) are not to be used in the classroom without specific direction from me. We've done quite enough learning through technology lately!

Specifically: Cell phones must be turned off and put away during class. If you need to use your phone for an emergency, no problem. Just step out. Also, the use of laptops—except for prescribed periods of time—is prohibited. If you believe you have special circumstances, please speak with me privately.

coms 203 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. Unlike typical courses, you will not receive numerical grades for assignments during the semester. Instead, you will receive feedback regarding how you met the assignment objectives through qualitative comments, rubric notations, and letter grades that signal the degree to which you have met the grading standards on page 6. At the end of the semester, you will submit a self-assessment of your performance in COMS 203, 1) discussing how you met the learning objectives; 2) reflecting on your growth during the semester; and 3) showcasing your knowledge and command of qualitative research through your final project. In this assessment, you will propose and argue for your course grade. Below are the assignments, with the relative weights from a graded course. The grading scale and grading standards follow, which give you qualitative and quantitative expectations to use when proposing your grade.

Engagement & Professionalism 25%

Active and meaningful participation is critical for high quality learning environments, especially collaborative graduate seminars. Engagement is not just showing up and being professional, but engaging deeply with the material and consistently demonstrating understanding. (For details, see page 2.) Professionalism and engagement will be assessed mid-semester and at the end of term. Excellent assessments are earned by those who consistently demonstrate respect, professionalism, and leadership, in and out of the classroom. As with other assignments, you will be asked to self-assess, reflect upon your class engagement, and propose grades for yourself, using evidence such as assignment feedback from me, notes from class activities, visits to office hours, and reflections on course material broadly, etc. **I encourage you to keep a journal reflecting on your engagement and activities related to class as the semester goes along. I will be taking notes each class.**

Reading Reports..... 20%

Short reports based upon each week's set of readings.

Practica 25%

As a means of working toward the final paper, you will complete 10 practica assignments--building blocks that help you practice the skills necessary to be an excellent qualitative researcher. 1. IRB training & Application; 2. Potential Topic & Approach; 3. Annotated Bibliography; 4. Interview Guide; 5. Research Proposal; 6. Fieldnotes; 7. Analysis Nuts & Bolts; 8. Advanced Analysis; 9. Full Draft; 10. Peer Review

Final Paper (including presentation) 30%

As the culminating experience for Coms 203, 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. Note: co-authored works cannot be used for comprehensive examination papers.)

coms 203 policies & requirements

expectations for graduate students

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, aka engaging Graduate Research Powers (Aguilar, 2022)
- * 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 :)

assessment and (self)evaluation perspectives

Assessments are part of the teaching and learning process. Theoretically, grades should reflect how well your work meets class objectives, fulfills requirements, and reflects the academic skills expected of graduate students. Grading tasks are normally reserved for instructors. However, as experts in your own learning, you are being offered an opportunity to engage in self-reflection and meta-cognition regarding your academic work.

Thus, as mentioned in the Assignments and Evaluations section, you will be asked to reflect upon your accomplishments and learning this semester, and propose a course grade. (Details to follow in class and on Canvas, of course). It is your responsibility to understand what types of work equate with what types of grades as you propose a final course grade for yourself (see “Grading Standards” on page 7). Please note that I reserve the right to change grades, as appropriate.

feedback on assignments

I will do my best to provide feedback on regular assignments within seven days of you turning them in. Longer papers and projects may take up to two weeks. Most formal assignments will have rubrics that show how you approached, met or exceeded expectations, as well as qualitative feedback.

grading scale

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

assignment formatting

Graduate level writing, with proper grammar, correct spelling and articulate writing style are imperative. Generally, formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point Times New Roman or Garamond font. Please use APA style for formal paper formatting, as well as for references and in-text citations. Note: The Reading Reports assignment will ask you for non-standard formatting. Please follow the directions on the assignment sheet.

coms 203 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.

C: Adequate – Solid comprehension of course concepts

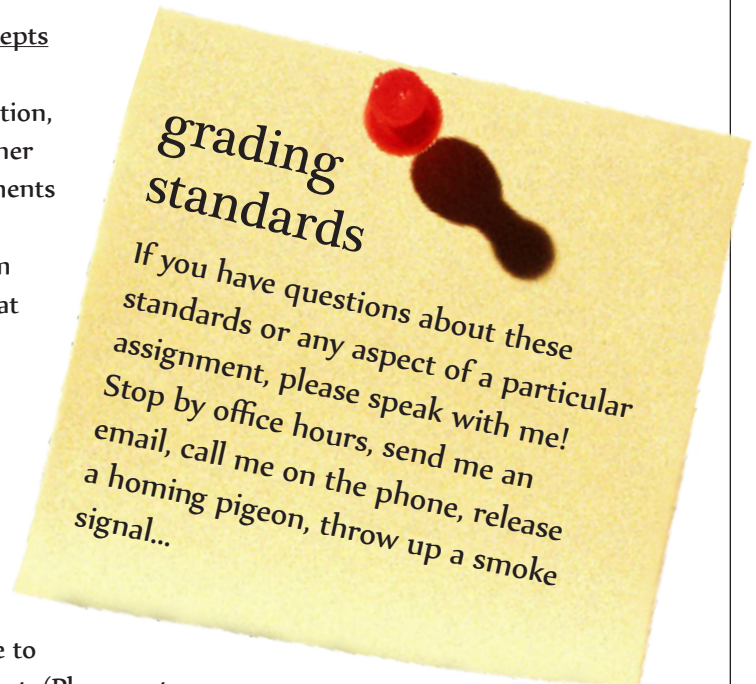
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, 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 203

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 graduating senior, 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/centers-programs/student-services-center/>

library databases

A multitude of periodical databases are available via the library web site to help you with your academic career and writing every single paper in this course. You will find “Communication & Mass Media Complete” especially helpful.

incompletes

Incompletes will only be considered due to an extreme personal situation with a compelling reason, substantive documentation, and a concise plan and time line for completing the course.

add/drop policy

Per department/university policy, students may drop this course during the first two weeks of the semester without restriction. Students may add with instructor approval, with priority given to those graduating first. During weeks 3-4, petition forms are needed to add/drop, and require the instructor and department chair signature. You will not be automatically dropped for not attending class; however, failure to attend the first two days may lead to being dropped.

coms 203 tentative course calendar*

wk	date	topic/readings	assignment due
1	1/24	Introductions/Welcome Thinking qualitatively	Reflections about The Immortal Life of Henrietta Lacks + Questions
2	1/31	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	2/7	Writing Workshop with Dr. Elaine Gale (via Zoom; we will not meet on campus) Planning a qualitative project/Finding scholarly sources Tracy—#5 Negotiating Access and Exploring the Scene Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. Qualitative inquiry, 16(10), 837-851. Lindemann (whole book, except chapter 6 and 8)	Reading Report #2 Practica #1—Potential Topic & Approach
4	2/14	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 [Classroom version; NOT via Cayuse]

coms 203 tentative course calendar*

wk	date	topic/readings	assignment due
5	2/21	<p>Data Gathering--Interview Planning</p> <p>Tracy-- #7 Interview Planning and Design</p> <p>Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. <i>Field methods</i>, 18(1), 59-79.</p> <p>Way, A.K. (2020). Meaning/fulness through family: Discourses of work among poor and working class youth. <i>Western Journal of Communication</i>, 84, 641-659.</p>	<p>Reading Report #4</p> <p>Practica #3--Annotated bibliography</p>
6	2/28	<p>The art of the interview--Workshop</p> <p>Tracy #8: Interview Practice: Embodied, Mediated, and Focus Group Approaches</p> <p>Gist-Mackey, A.N., & Kingsford, A.N. (2020). Linguistic inclusion: Challenging Implicit Classed Communication Bias in Interview Methods. <i>Management Communication Quarterly</i> (online first).</p> <p>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. <i>Qualitative Inquiry</i>, 21(8), 720-731.</p>	<p>Reading Report #5</p> <p>Practica #4--Interview guide</p> <p>Recommended timeline: Be reading 101 Pat-Downs. You'll need to have the book finished for class in week 8.</p>
7	3/7	<p>Data Gathering--Relational Ethics</p> <p>Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. <i>Qualitative Inquiry</i>, 10(2), 261-280.</p> <p>Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. <i>Qualitative Inquiry</i>, 13(1), 3-29.</p> <p>Tullis, J.A. "Self and others: Ethics in autoethnographic research." In the <i>Handbook of Autoethnography</i>, pp. 101-113. Routledge, 2021.</p>	<p>Reading Report #6</p> <p>Practica #5--Research proposal</p>

coms 203 tentative course calendar*

wk	date	topic/readings	assignment due
8	3/14	<p>The art of fieldwork</p> <p>Tracy—#6 Field Roles, Fieldnotes and Field Focus READ THIS FIRST</p> <p>101 Pat-Downs [Whole Book]</p> <p>Tracy, S. J. (2014). Fieldwork horse-assery: Making the most of feeling humiliated, rebuffed, and offended during participant observation research. <i>Management Communication Quarterly</i>, 28(3), 459-466.</p> <p>Weick, 2007, The Generative Properties of Richness. <i>Academy of Management Journal</i>, 14-19.</p>	<p>Reading Report #7</p> <p>Recommended timeline: Be collecting interviews!! (Once you have IRB approval and feedback on your interview guide.)</p>
9	3/21	SPRING BREAK	
10	3/28	<p>The art of fieldwork exemplars</p> <p>Eger, E. K. (2021). Co-Constructing organizational identity and culture with those we serve: An ethnography of a transgender nonprofit organization communicating family identity and identification. <i>International Journal of Business Communication</i>, 58(2), 254-281.</p> <p>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. <i>Management Communication Quarterly</i>, 27, 121-149.</p> <p>Izadi-Jeiran, A. (2022). The Weight of Physical Environment: An Ethnography of Emotions and Bodies in a Marginalized Neighborhood in Tabriz. <i>Cultural Studies & Communication</i>.</p>	<p>Practica #6—Fieldnotes</p> <p>Reading Report #8</p>
11	4/4	<p>Intro to data analysis</p> <p>Tracy Ch #9 –Data Analysis Basics: A Phronetic Iterative Approach</p> <p>Tracy #10 – Advanced Data Analysis: The Art and Magic of Interpretation</p>	<p>Reading Report #9</p> <p>Recommended timeline: Be transcribing or fact-checking recordings. You’ll need to submit full transcripts for your practica next week.</p>
12	4/11	<p>Data Analysis Workshop</p> <p>Refresh on Tracy #9 and #10. Bring a selection of data to class (at least two interview transcripts and several pages of fieldnotes in hard copy)</p>	<p>Practica #7—Analysis Nuts & Bolts</p>

coms 203 tentative course calendar*

wk	date	topic/readings	assignment due
13	4/18	<p>Advanced Data Analysis Exemplars LeGreco, M., & Tracy, S.J. (2009). Discourse Tracing as Qualitative Practice. <i>Qualitative Inquiry</i>, 15, 1516-1543.</p> <p>Malvini Redden, S., Clark, L., Tracy, S. J., & Shafer, M. S. (2019). How metaphorical framings build and undermine resilience during change: A longitudinal study of metaphors in team-driven planned organizational change. <i>Communication monographs</i>, 86(4), 501-525.</p> <p>Tracy, S.J., & Malvini Redden, S. (2015). Drawings as a Visual and Creative Qualitative Research Methodology in Organizations. <i>Handbook of Qualitative Organizational Research</i>.</p>	<p>Reading Report #10</p> <p>Practica #8--Advanced Analysis</p>
14	4/25	<p>Qualitative quality Tracy # 11 – Qualitative Quality: Creating a Credible, Ethical, Significant Study</p> <p>Bochner, A. (2000). Criteria Against Ourselves, <i>Qualitative Inquiry</i>, 6(2), 266-272.</p> <p>Boylorn, R. M., & Orbe, M. P. (2021). Becoming: A critical autoethnography on critical autoethnography. <i>Journal of Autoethnography</i>, 2(1), 5-12.</p> <p>Richardson, L. (2000). Evaluating ethnography. <i>Qualitative Inquiry</i>, 6, 253-255.</p>	<p>Reading Report #11</p>
15	5/2	<p>Writing and Workshopping Tracy #12- Theorizing and Writing: Explaining, Synthesizing, and Crafting a Tale</p> <p>Tracy #13- Drafting, Polishing, and Publishing</p> <p>Vande Berg, L., & Trujillo, N. (2009). Cancer and death: A love story in many voices. <i>Qualitative Inquiry</i>, 15(4), 641-658.</p>	<p>Reading Report #12</p> <p>Practica #9--Full POLISHED draft</p> <p>Practica #10--Peer Reviews (Peer Review feedback due by Thur at 11:59 p.m.)</p>
16	5/9	<p>Qualitative Methods Showcase (Public Presentations)</p>	
17	5/16	<p>Edit, edit, edit!</p>	<p>Final Papers Due by 11:59 p.m.</p>

- * 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.
- * Bochner, A. (2014). *Coming to narrative: A personal history of paradigm change in the human sciences*. Routledge.
- * 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.
- * Ellis, C. (2009). *Revision: Autoethnographic reflections on life and work*. Routledge
- * 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.
- * Hermann, A. (Ed.). (2020). *The Routledge handbook fo organizational autoethnography*. Routledge.
- * Jones, S. H., Adams, T. E., & Ellis, C. (Eds.). (2016). *Handbook of autoethnography*. Routledge.
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