

# coms 203

fall 2024  
qualitative research methods  
section 1, #86330, T, 5:30-8:20 p.m.  
Mendocino Hall, Room 4005

## 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, 2nd Edition*. UK: Wiley-Blackwell.
4. **Required:** Malvini Redden, S. (2021). *101 Pat-Downs: An Undercover Look at Airport Security and the TSA*. Potomac Press. ISBN 1640123628
5. **Required:** Skloot, R. (2011). *The Immortal Life of Henrietta Lacks*. Crown. ISBN 9781400052189
6. **Recommended:** Graff, G., & Birkenstein, C. (2024). *They say, I say. The Moves That Matters in Academic Writing. 6th 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 (passionately)

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! Those of you who are comfortable speaking, please help encourage quieter folks, too.

Students often feel better able to participate in discussions when they have prepared. I recommend you outline articles and/or make reading notes. In class, please 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 qualitative 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
- ♦ [We'll discuss our mutual commitments during week 1]

### 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, except in cases of emergency or illness. You will be allowed to make up one absence by completing an alternative assignment. Missing more than two sessions will impact your ability to pass the course.

## 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 symptoms (fever, cough, sore throat, muscle aches, loss of smell, nausea, etc.), please test immediately. According to university policy: Everyone who tests positive, regardless of vaccination status, is required to stay home for at least 5 days. You can resume normal activities if you feel well, have improving symptoms, and are fever-free for 24 hours, whether or not you test positive. Information and policies for COVID: <https://www.csus.edu/student-affairs/emergency-student-information/>. **\*\*Masks are required if you are unvaccinated, have respiratory symptoms, or have been exposed to or are recovering from COVID or flu\*\***

## kid-friendly zone

Have kids? If your childcare falls through at the last minute, consider bringing the kiddos with you (with appropriate quiet entertainment) 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, using online writing services, or using artificial intelligence (AI) tools (including Grammarly Pro) will result in, at the very least, no credit on the assignment in question, and may include a failing course grade and/or possible university sanctions. All instances of plagiarism and academic misconduct 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.

While is it common for graduate 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 will be asked to submit your essays to Turnitin which will enable you to check your paper for proper citations and plagiarism, and edit/resubmit before the deadline.

## electronic devices

In order to create the best learning environment and minimize distractions, electronic devices (e.g. phones, laptops, tablets) are not to be used in the classroom without specific direction from me.

**Specifically: Cell phones and laptops must be turned off and put away during class.** If you need to use your phone for an emergency, no problem. Just step out. Please bring a notebook or paper for notetaking. You may take notes on a tablet/iPad, so long as it lays flat.

# 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 and rubric notations 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.

**Passionate Participation, 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 live in-depth interviews (face to face, phone, or zoom). 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, 2024)
- \* 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 – Exemplary achievement of the assignment objectives

“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. In addition to meeting and substantively exceeding assignment requirements, “A” work is creative, complex, and clear.

## B: Very Good – Superior achievement of the assignment objectives

“B” work is marked by 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. The grade of “B” represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product. The minimum final grade to pass graduate courses is a B-.

## C: Approaching Expectations – Achievement of most assignment objectives

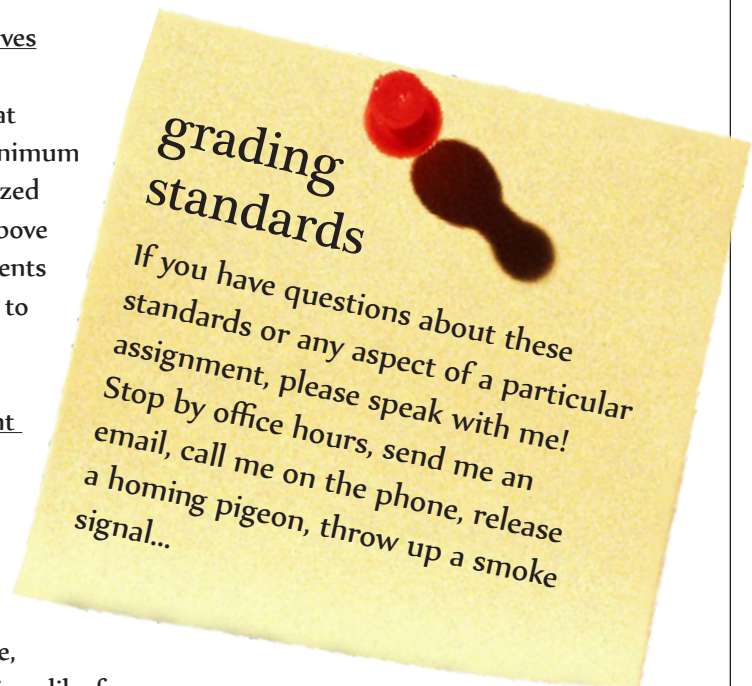
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material, and fulfilling most required aspects of an assignment. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that “going beyond” the minimum does NOT generally entail things like fancy design 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: Needs Substantive Improvement—Assignment does not meet most requirements

“D” is given for work that meets some of 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 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; or is missing key components of the assignment.

## 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.



# coms 203

## resources

### violence, discrimination & sexual assault support services

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 challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call (916-278-5138) or email ([cares@csus.edu](mailto:cares@csus.edu)) away. The CARES office provides case management support for any enrolled student.

### 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 or PARC, both which have virtual appointments. For more information, <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

### academic accessibility

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Disability Access Center to discuss eligibility. A current accommodation letter from the DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. The DAC is located on the first floor of Lassen Hall 1008. Their phone is 916-278-6955 and website is: <https://disabilityservices.csus.edu/custom/misc/home.aspx>

### 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

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. Most services are covered by the Health Services fee and available at no additional cost. SHCS offers: **Primary Care medical services:** sexual and reproductive healthcare, transgender care, and immunizations; **Urgent Care services:** acute illness, injuries, urgent counseling needs; **Mental Health services:** individual sessions, group counseling, support groups, mindfulness training and peer counseling; **Wellness services:** nutrition counseling, peer-led health education and wellness workshops; and **Additional services:** Athletic training for sports injury rehabilitation, free safer sex supplies, and violence and sexual assault support services.

# coms 203 tentative course calendar\*

wk	date	topic/readings	assignment due
1	8/27	<p><b>Introductions/Welcome</b></p> <p><b>Thinking qualitatively</b></p>	Reflections about The Immortal Life of Henrietta Lacks + Questions
2	9/3	<p><b>Contextualizing qualitative research</b></p> <p>Tracy—#1 Developing Contextual Research that Matters</p> <p>Tracy—#2 Entering the Conversation of Qualitative Research</p> <p>Tracy—#3 Paradigmatic Reflections and Theoretical Foundations</p> <p>Denzin, N. K. &amp; Lincoln, Y.S. (2011). Introduction: The discipline and practice of qualitative research. In N. Denzin &amp; Y.S. Lincoln (Eds.) <i>Handbook of Qualitative Research</i>, 4th Ed.</p>	Reading Report #1
3	9/10	<p><b>Planning a qualitative project/Finding scholarly sources</b></p> <p>Tracy—#5 Negotiating Access and Exploring the Scene</p> <p>Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. <i>Qualitative inquiry</i>, 16(10), 837-851.</p> <p>Esposito, J., &amp; Evans-Winters, V. (2022). (Re)volution of qualitative inquiry. <i>Introduction to Intersectional Qualitative Research</i>, Ch 1</p>	<p>Reading Report #2</p> <p>Practica #1—Potential Topic &amp; Approach</p>
4	9/17	<p><b>Proposal Writing &amp; Reading Scholarship</b></p> <p>Tracy—#4 Research Design: Sampling, research proposals, ethics, and IRB</p> <p><b>Please peruse these in chronological order as listed:</b></p> <p>Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. <i>Journal of Applied Communication Research</i>, 35(3), 223-245.</p> <p>Way, D., &amp; Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating and (re) acting: A qualitative study of compassionate communication at hospice. <i>Communication Monographs</i>, 79(3), 292-315.</p> <p>Tietsort, C. J., Tracy, S. J., &amp; Adame, E. A. (2023). “You Just Don’t Talk about Certain Topics”: How Concerns to Disclose Suffering to Leaders Constrain Compassion at Work. <i>Sustainability</i>, 15(5), 4628.</p>	<p>Reading Report #3</p> <p>Practica #2—IRB Training &amp; Application [Classroom version; NOT via Cayuse]</p>



# coms 203 tentative course calendar\*

wk	date	topic/readings	assignment due
5	9/24	<p><b>Data Gathering--Interview Planning</b> Tracy-- #7 Interview Planning and Design</p> <p>Guest, G., Bunce, A., &amp; 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>Tracy, S. J., &amp; Rivera, K. D. (2010). Endorsing equity and applauding stay-at-home moms: How male voices on work-life reveal aversive sexism and flickers of transformation. <i>Management Communication Quarterly</i>, 24(1), 3-43.</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	10/1	<p><b>The art of the interview--Workshop</b> Tracy #8: Interview Practice: Embodied, Mediated, and Focus Group Approaches</p> <p>Gist-Mackey, A.N., &amp; 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., &amp; 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	10/8	<p><b>Data Gathering--Relational Ethics</b></p> <p>Guillemin, M., &amp; 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><b>Practica #5--Research proposal</b></p>

# coms 203 tentative course calendar\*

wk	date	topic/readings	assignment due
8	10/15	<p><b>The art of fieldwork</b> Tracy—#6 Field Roles, Fieldnotes and Field Focus <b>READ THIS FIRST</b></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	10/22	<p><b>The art of fieldwork exemplars</b></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>Vande Berg, L., &amp; Trujillo, N. (2009). Cancer and death: A love story in many voices. <i>Qualitative Inquiry</i>, 15(4), 641-658.</p>	<p>Reading Report #8</p> <p>Recommended timeline: Be collecting interviews!!</p>
10	10/29	<p><b>Intro to data analysis</b> Tracy—Ch #9 Data Analysis Basics: A Phronetic Iterative Approach</p> <p>Tracy—Ch #10 Advanced Data Analysis: The Art and Magic of Interpretation</p> <p>Malvini Redden, S., &amp; Way, A. K. (2019). How social media discourses organize communication online: a multi-level discursive analysis of tensions and contradictions in teens’ online experiences. <i>Communication quarterly</i>, 67(5), 477-505.</p>	<p>Reading Report #9</p> <p>Practica #6—Fieldnotes</p> <p>Recommended timeline: Be transcribing or fact-checking recordings. You’ll need to submit full transcripts for your practica next week.</p>
11	11/5	<p><b>Data Analysis Workshop</b></p> <p>Refresh on Tracy #9 and #10. Bring a selection of data to class (at least two interview transcripts per person in <b>hard copy</b>)</p>	<p>Practica #7—Analysis Nuts &amp; Bolts [can submit as late as Thu 11/7 at 10 a.m.]</p>

# coms 203 tentative course calendar\*

wk	date	topic/readings	assignment due
12	11/12	<p><b>Advanced Data Analysis Exemplars</b></p> <p>Dougherty, D. S., Schraedley, M. A., Gist-Mackey, A. N., &amp; Wickert, J. (2018). A photovoice study of food (in) security, unemployment, and the discursive-material dialectic. <i>Communication Monographs</i>, 85(4), 443-466.</p> <p>Tracy, S.J., &amp; Malvini Redden, S. (2015). Drawings as a Visual and Creative Qualitative Research Methodology in Organizations. <i>Handbook of Qualitative Organizational Research</i>.</p> <p><b>Pick one:</b></p> <p>Malvini Redden, S., &amp; Scarduzio, J. A. (2024). Mysteries, Battles, and Games: Exploring Agency in Metaphors About Sexual Harassment. <i>Management Communication Quarterly</i>, 38(1), 117-146.</p> <p>Malvini Redden, S., Clark, L., Tracy, S. J., &amp; 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>Malvini Redden, S., Tracy, S. J., &amp; Shafer, M. S. (2013). A metaphor analysis of recovering substance abusers' sensemaking of medication-assisted treatment. <i>Qualitative Health Research</i>, 23(7), 951-962.</p>	<p>Reading Report #10</p> <p>Practica #8–Advanced Analysis</p>
13	11/19	<p><b>Qualitative Quality and Criteria for Evaluation</b></p> <p>Tracy—Ch #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., &amp; 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>

# coms 203

# tentative course calendar\*

wk	date	topic/readings	assignment due
14	11/26	<b>Writing and Workshopping</b> Tracy–Ch #12 Theorizing and Writing: Explaining, Synthesizing, and Crafting a Tale  Tracy–Ch #13 Drafting, Polishing, and Publishing  Harris, K. L. (2016). Reflexive voicing: A communicative approach to intersectional writing. <i>Qualitative Research</i> , 16(1), 111-127.	Reading Report #12  Practica #9–Full POLISHED draft  Practica #10--Peer Reviews (Peer Review feedback due by Fri at 11:59 p.m.)
15	12/3	<b>Qualitative Methods Showcase (Public Presentations) &amp; class potluck</b>  Location TBD. Invite friends, family, colleagues, students!	
16	12/10	<b>Edit, edit, edit!</b>	<b>Final Papers Due by 11:59 p.m.</b>

- \* 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 of organizational autoethnography*. Routledge.
- \* Jones, S. H., Adams, T. E., & Ellis, C. (Eds.). (2016). *Handbook of autoethnography*. Routledge.
- \* Jones, S. H., Adams, T. E., & Ellis, C. (Eds.). (2021). *Handbook of autoethnography, 2nd edition*. 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.
- \* Toliver, S. (2022) *Recovering Black storytelling in qualitative research: Endarkened storywork*. Routledge.
- \* Access to Nvivo Qualitative Data Analysis Software (free from Sac State!!!)



- \* 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.
- \* McDonald, J. (2013). Conforming to and resisting dominant gender norms: How male and female nursing students do and undo gender. *Gender, work & organization*, 20(5), 561-579.
- \* Mitra, R., & Buzzanell, P. M. (2017). Communicative tensions of meaningful work: The case of sustainability practitioners. *Human relations*, 70(5), 594-616.
- \* Philipsen, G. (1975). Speaking "like a man" in Teamsterville: Culture patterns of role enactment in an urban neighborhood. *Quarterly Journal of Speech*, 61(1), 13-22.
- \* Rivera, K. D. (2015). Emotional taint: Making sense of emotional dirty work at the US Border Patrol. *Management Communication Quarterly*, 29(2), 198-228.
- \* Ronai, C. R., & Ellis, C. (1989). Turn-ons for money: Interactional strategies of the table dancer. *Journal of contemporary ethnography*, 18(3), 271-298.
- \* Scarduzio, J. A., Carlyle, K. E., Harris, K. L., & Savage, M. W. (2017). "Maybe She Was Provoked" Exploring Gender Stereotypes About Male and Female Perpetrators of Intimate Partner Violence. *Violence against women*, 23(1), 89-113.
- \* Tracy, K., & Tracy, S. J. (1998). Rudeness at 911: Reconceptualizing face and face attack. *Human Communication Research*, 25(2), 225-251.
- \* Tracy, S. J. (2000). Becoming a character for commerce: Emotion labor, self-subordination, and discursive construction of identity in a total institution. *Management communication quarterly*, 14(1), 90-128.
- \* 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), 458-465.
- \* Tracy, S. J., Eger, E. K., Huffman, T. P., Redden, S. M., & Scarduzio, J. A. (2014). Narrating the backstage of qualitative research in organizational communication: A synthesis. *Management Communication Quarterly*, 28(3), 422-431.
- \* Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring the painful metaphors of workplace bullying. *Management communication quarterly*, 20(2), 148-185.
- \* Tullis, J. A. (2013). Participant observation at the end-of-life: Reflecting on tears. *Health communication*, 28(2), 206-208.