

coms 203

spring 2026
qualitative research methods
section 1, #35528, T, 5:30-8:20 p.m.
Mendocino Hall, Room 3007

description

COMS 203 isn't so much a class as an invitation: To see the world differently. To question what you think "counts" as research. To hold space for tension and paradox. To embrace ambiguity. To get comfortable with being uncomfortable. To own your choices. To realize "it depends" isn't just something your professor says to frustrate you (although it probably will), but reflects the beautiful messiness of a complex, creative, human centered way of exploring the world. Qualitative methods invite you to assess "how" and "why" questions; to understand people's lived experiences from *their* points of view; to use narratives, observations, and autoethnographic reflections as "data"; to critique artificial categorizations of evidence; to trust yourself as a "human research instrument" (more on that later); and to recognize there is hardly ever one, right answer. In this class, you will learn how to develop and execute a qualitative research project on a communication topic of your choice, while understanding the ethical and pragmatic factors that go into using qualitative methodologies. You will practice, practice, practice. You will make mistakes and try again. You will realize mistakes are where the learning happens. You will write and revise. You will revise some more. You will never be able to be in the world again without *noticing*. You may even join a community of scholars for whom this way of working isn't "merely a method, but a way of life!" Welcome!

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 in hard copy:** American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). Washington: APA OR relevant resources for APA style.
3. **Required in hard copy:** 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

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. Several 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]

(quiet) food is fine

Given the hours of our course, it's perfectly fine to bring food/snacks. Please avoid the super smelly or super loud. Sharing is also welcome. :)

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, 2026)
- * 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 :)

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. 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.

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, laptops, and tablets must be 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. (Learn why hand-writing notes improves thinking and learning:

<https://www.npr.org/sections/health-shots/2024/05/11/1250529661/handwriting-cursive-typing-schools-learning-brain>

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

academic & research integrity

As graduate students, you are now part of a community of scholars and it is incredibly important to demonstrate integrity in your research and writing practice. As described in the Policy on Research Integrity: “[Sacramento State] is committed to the ethical principles and procedures upholding integrity in all forms of research, scholarly, and creative activity (research). Each member of the research community has a responsibility to foster an environment that promotes intellectual honesty and integrity, and that does not tolerate misconduct in any aspect of research or scholarly endeavor.”

Researching with integrity means acting in good faith, reporting research processes and results honestly, and avoiding dishonest research practices including fabrication, falsification, or plagiarism. 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. Falsification relates to manipulating the research process, materials, or results. Fabrication relates to reporting made-up data and results. For detail: <https://sacramentostate.policystat.com/policy/11444121/latest>

It is expected that you will produce original work for COMS 203. I am interested in your thoughts, reflections, applications, and analyses. I do not expect the work you turn in to be perfect. I expect the work to be the result of your intellect, creativity, and talent, and full of the beautiful idiosyncracies that signal your style as a thinker and writer.

Furthermore, it is expected that you complete all elements of your work (finding sources, creating outlines, crafting citations, writing, drafting, editing, etc.) using your own intellect and talents, without AI support (including but not limited to Chat GPT, Grammarly Pro, Claude, Jasper.ai, Copilot, writing programs with AI embedded tools like auto-complete or predictive text, and any other AI-driven platform). Assignments flagged for AI-generated content will be heavily scrutinized and subject to the penalties described below. If your work is flagged for AI-generated content, you may be required to participate in a face-to-face discussion of your writing process in order to continue the course, and to produce the materials (articles, interviews, notes, etc.) that you used to create the work. You may also be asked to submit samples of your writing from previous courses and/or complete a supervised writing exercise for comparison

Academic and research misconduct such as plagiarism, fabrication, falsification, cheating, using online writing services, or using artificial intelligence (AI) tools will result in, at the very least, no credit on the assignment in question, and may include a failing course grade, dismissal from the graduate program and/or university sanctions. All instances of plagiarism and academic misconduct will be reported the Office of Student Conduct and to the Graduate Coordinator. Please acquaint yourselves with the university’s academic honesty policy, which can be found here:

<https://sacramentostate.policystat.com/policy/11300038/latest>.

Note: While it is 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 learning, honesty, and integrity, you will be asked to submit your essays to Turnitin

the a.i. elephant in the room

As AI tools continue to proliferate so many aspects of our world, including, especially, higher education, I understand that there may be a tension or disconnect between these course policies and our cultural context. That said, the restriction of AI reflects my broader concern as generative AI is known to reduce cognitive thinking, perpetuate bias, harm the environment, influence human decision making, reduce human connection, eliminate jobs, and perpetuate harmful misinformation. While you may choose to use AI in other aspects of your life and work, using it in our course will likely result in a failing final grade and potentially dismissal from the graduate program. (See: <https://eng.vt.edu/magazine/stories/fall-2023/ai.html>; https://www.microsoft.com/en-us/research/wp-content/uploads/2025/01/lee_2025_

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 and propose a final grade (details on page 5). Below are the assignments, with the relative weights from a graded course.

Note: To pass COMS 203, you must complete all assignments.

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. **To support your self-assessments, you will keep a journal reflecting on your engagement and activities related to class as the semester goes along. I will periodically collect the journals for review and they will be due during the last week of the course. I will be taking notes each class as well.**

Reading Reports, Quizzes, Discussion Questions 20%

Throughout the semester, you will be asked to complete various short activities such as Canvas and in-class quizzes/assessments, to report on readings in class (providing a summary, reflections, connections to other concepts/theories, discussion questions), and to craft weekly discussion questions.

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 and/or phone/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.

coms 203 policies & requirements

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 demonstrates 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.

As mentioned, you will not receive numerical grades for assignments during the semester. Instead, assignments will be recorded as “complete” or “incomplete” on Canvas, and 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. Instead of relying solely on my external observations, you will be asked to participate in metacognitive activities (planning, monitoring, evaluating, reflecting) to self-assess how you are doing in the course, how your assignments meet objectives, how your understanding of course material meets objectives, etc. (See: <https://tll.mit.edu/teaching-resources/how-people-learn/metacognition/>) **This perspective to assessment is an explicit invitation to focus on learning, growth, and reflection rather than earning a particular score or worrying about points.**

At the end of the semester, you will submit a summative self-assessment of your performance in COMS 203 as a whole, 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. (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.

This approach to assessment aligns with “Ungrading” by Stommel and others and “Grading for Growth” by Clark and Talbert (<https://ctl.duke.edu/blog/2022/09/what-is-ungrading/>), and is deeply informed by Cate J. Denial’s “A Pedagogy of Kindness.” The entire point of Ungrading is to remove the pressure of “getting it right” and achieving meaning through arbitrary points. It’s meant to emphasize your agency and knowledge, allow for mistakes, and emphasize growth. I encourage you to trust yourself and trust me during this process.

feedback on assignments

I will do my best to provide feedback on regular assignments within 7-10 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 for final grades

≥ 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: Please follow the directions on assignment sheets as some formatting requirements may differ.

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

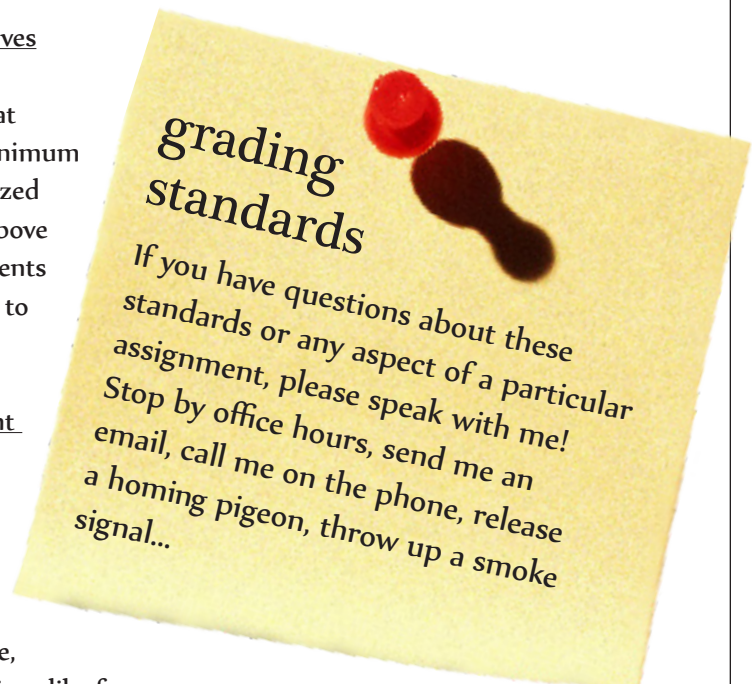
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material, and fulfilling most required aspects of an assignment. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, 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) 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, Counseling & Wellness Services (SHCWS) 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	1/27	<p>Introductions/Welcome</p> <p>Thinking qualitatively</p>	Reflections about The Immortal Life of Henrietta Lacks + Questions
2	2/3	<p>Contextualizing qualitative research</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>Esposito, J., & Evans-Winters, V. (2022). (Re)volution of qualitative inquiry. <i>Introduction to Intersectional Qualitative Research</i>, Ch 1</p> <p><i>Optional but encouraged:</i></p> <p>Denzin, N. K. & Lincoln, Y.S. (2011). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y.S. Lincoln (Eds.) <i>Handbook of Qualitative Research</i>, 4th Ed.</p>	<p>Canvas & Syllabus Quiz</p> <p>Academic Integrity Assessment (on Canvas)</p>
3	2/10	<p>Planning a qualitative project/Finding scholarly sources</p> <p>Tracy—#4 Research Design: Sampling, research proposals, ethics, and IRB</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>Gist-Mackey, A. N., Wiley, M. L., & Erba, J. (2018). “You’re doing great. Keep doing what you’re doing”: Socially supportive communication during first-generation college students’ socialization. <i>Communication Education</i>, 67(1), 52-72.</p>	Practica #1—Potential Topic & Approach
4	2/17	<p>Proposal Writing & Reading Scholarship</p> <p>Tracy—#5 Negotiating Access and Exploring the Scene</p> <p>Please peruse these in chronological order as listed:</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., & 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., & 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>	Practica #2—IRB Training & Application [Classroom version; NOT via Cayuse]

coms 203 tentative course calendar*

wk	date	topic/readings	assignment due
5	2/24	<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>Please peruse these, focusing on methods, analysis & discussion (skim intro/ lit review):</p> <p>Tracy, S. J., & 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>Malvini Redden, S., & Way, A. K. (2025). How Young People Frame ‘The Other’ Online: How Empathy, Experience, and Awareness Transform Allyship and (In) action on Social Media Platforms. <i>Western Journal of Communication</i>, 89(4), 721-744.</p> <p>Sánchez Sánchez, V. (2021). “Dando las Gracias a Mis Papás”: Analyzing the Enactment of Callings across Generations of Latinx Immigrants. <i>Journal of Communication</i>, 71(6), 976-1000.</p>	<p>Practica #3–Annotated bibliography</p>
6	3/3	<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>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>

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wk	date	topic/readings	assignment due
7	3/10	<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. (2021). “Self and others: Ethics in autoethnographic research.” In the Handbook of Autoethnography, pp. 101-113. Routledge, 2021.</p>	Practica #5--Research proposal
8	3/17	<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>Goodall Jr, H. L. (2018). The Five Rs of Narrative Writing. <i>Writing qualitative inquiry: Self, stories, and academic life</i>. Routledge. (xi-16)</p>	<p>Recommended timeline: Be collecting interviews!! (Once you have IRB approval and feedback on your interview guide.)</p> <p>Engagement & Professionalism Midterm Self-Assessment</p>
9	3/24	SPRING BREAK!! SPRING BREAK!! SPRING BREAK!!	
10	3/31	Cesar Chavez Day (No Class)	Recommended timeline: Be collecting interviews!!
11	4/7	<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>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>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>

coms 203 tentative course calendar*

wk	date	topic/readings	assignment due
12	4/14	<p>Intro to data analysis</p> <p>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., & 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>	Practica #7–Analysis Nuts & Bolts
13	4/21	<p>Qualitative Quality and Criteria for Evaluation & Data Analysis Workshop</p> <p>Refresh on Tracy #9 and #10. Bring a selection of data to class (at least two interview transcripts per person in hard copy)</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., & 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>	

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tentative course calendar*

wk	date	topic/readings	assignment due
14	4/28	<p>Advanced Data Analysis Exemplars</p> <p>Dougherty, D. S., Schraedley, M. A., Gist-Mackey, A. N., & 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., & Malvini Redden, S. (2015). Drawings as a Visual and Creative Qualitative Research Methodology in Organizations. <i>Handbook of Qualitative Organizational Research</i>.</p> <p>Pick one:</p> <p>Malvini Redden, S., & 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., & 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., & 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>Practica #8--Advanced Analysis</p>
15	5/5	<p>Writing and Workshopping</p> <p>Tracy--Ch #12 Theorizing and Writing: Explaining, Synthesizing, and Crafting a Tale</p> <p>Tracy--Ch #13 Drafting, Polishing, and Publishing</p> <p>Harris, K. L. (2016). Reflexive voicing: A communicative approach to intersectional writing. <i>Qualitative Research</i>, 16(1), 111-127.</p>	<p>Reading Report #12</p> <p>Practica #9--Full POLISHED draft</p> <p>Practica #10--Peer Reviews (Peer Review feedback due by Fri at 11:59 p.m.)</p>
16	5/12	<p>Qualitative Methods Showcase (Public Presentations) & class potluck</p> <p>Location TBD. Invite friends, family, colleagues, students!</p>	
17	5/19	<p>Edit, edit, edit! (No in-person class)</p>	<p>Final Papers Due by 11:59 p.m.</p> <p>Engagement & Professionalism Self-Assessment</p> <p>Summative Self-Assessment</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
- ◆ **Esposito, J., & Evans-Winters, V. (2021). *Introduction to intersectional qualitative research*. SAGE Publications, Incorporated.**
- * 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.
- ◆ **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.)**
- * Given, L. M. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. Sage Publications.
- ◆ **Goodall, H. B. (2008). *Writing qualitative inquiry: Self, stories, and academic life*. Left Coast Press.**
- * Hermann, A. (Ed.). (2020). *The Routledge handbook for 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. (2020). *Method meets art: Arts-based research practice*. Guilford Publications.
- ◆ **Lindemann, K. (2017). *Communicating Research, Communicating Results: Writing the Communication Research Paper*. John Wiley & Sons. ISBN 1118940911**
- * Lindlof, T. R., & Taylor, B. C. (2010). *Qualitative Communication Research Methods* (3rd ed.). Sage Publications.
- * Madison, D. S. (2005). *Critical ethnography: Method, ethics, and performance* (2nd ed.). 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*. 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.
- * Blithe, S. (2018). Gender equality and work-life balance: Glass handcuffs and working men in the US.
- * Branton, S. E., & Compton, C. A. (2021). There's no such thing as a gay bar: Co-sexuality and the neoliberal branding of queer spaces. *Management Communication Quarterly*, 35(1), 69-95.
- * Branton, S. E., Villamil, A. M., & Reed, J. L. (2023). Branding neurodiversity: A critical discourse analysis of communicative capitalism and change empowerment among neurodiversity workforce intermediaries. *Journal of public relations research*, 35(5-6), 357-374.
- * Eger, E. K. (2018). Transgender jobseekers navigating closeting communication. *Management Communication Quarterly*, 32(2), 276-281.
- * Eger, E. K., Pollard, E., Jones, H. E., & Van Meter, R. (2022). Creating and sustaining service industry relationships and families: Theorizing how personal workplace relationships both build community and perpetuate organizational violence. *Behavioral Sciences*, 12(6), 184.
- * 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.
- * Gist-Mackey, A. N., & Guy, A. (2019). 'You get in a hole, it's like quicksand': A grounded theory analysis of social support amid materially bounded decision-making processes. *Journal of Applied Communication Research*.
- * Gist-Mackey, A. N., Wiley, M. L., & Erba, J. (2018). "You're doing great. Keep doing what you're doing": Socially supportive communication during first-generation college students' socialization. *Communication Education*, 67(1), 52-72.
- * 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.
- * Leach, R. B., Zanin, A. C., Tracy, S. J., & Adame, E. A. (2024). Collective compassion: Responding to structural barriers to compassion with agentic action in healthcare organizations. *Management Communication Quarterly*, 38(3), 477-503.
- * 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.
- * Martinez, L. V., Zanin, A. C., & Tracy, S. J. (2025). (Re) producing d/Discourse as Unobtrusive Control: Identity Enactments of Complicity Among Aerial Acrobats. *Management Communication Quarterly*, 08933189251387036.
- * 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.
- * Ruiz-Mesa, K., & Hunter, K. M. (2019). Best practices for facilitating difficult dialogues in the basic communication course. *Journal of Communication Pedagogy*, 2, 134-141.
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- * Sahay, S. (2023). Organizational listening during organizational change: Perspectives of employees and executives. *International Journal of Listening*, 37(1), 12-25.
- * Sahay, S., & Dwyer, M. (2021). Emergent organizing in crisis: US nurses' sensemaking and job crafting during COVID-19. *Management Communication Quarterly*, 35(4), 546-571.
- * Sánchez Sánchez, V. (2021). "Dando las Gracias a Mis Papás": Analyzing the Enactment of Callings across Generations of Latinx Immigrants. *Journal of Communication*, 71(6), 976-1000.
- * Sánchez, V. S., & Lillie, H. (2019). And then the war came: A content analysis of resilience processes in the narratives of refugees from Humans of New York. *International Journal of Communication*, 13, 21.
- * 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.
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- * 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.
- * Zanin, A. C., LeMaster, L. T., Niess, L. C., & Lucero, H. (2023). Storying the gender binary in sport: Narrative motifs among transgender, gender non-conforming athletes. *Communication & Sport*, 11(5), 879-904.