

New Course Request

Indiana University

IN

Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

1. School/Division Liberal Arts 2. Academic Subject Code COMM
 3. Course Number C502 (must be cleared with University Enrollment Services) 4. Instructor G.G. Whitchur
 5. Course Title Applied Qualitative Research Methods in Comm Studies
 Recommended Abbreviation (Optional) Applied Qual Res Methods
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008
 7. Credit Hours: Fixed at 3 or Variable from _____ to _____
 8. Is this course to be graded S-F (only)? Yes _____ No
 9. Is variable title approval being requested? Yes _____ No

10. Course description (not to exceed 50 words) for Bulletin publication: 3 credits. Inductive (data-to-theory) approach to knowledge, and associated sequential and non-sequential methods for studying communication in applied everyday situation e.g. friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer mediated, or health-related contexts. Prerequisite 6 credits (at any level) of coursework in Communication Studies.
 11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____
 13. Estimated enrollment: 10 of which 100 percent are expected to be graduate students.
 14. Frequency of scheduling: annually Will this course be required for majors? yes
 15. Justification for new course: Currently, the Master's program in Applied Comm offers a quantitative research methods course
 16. Are the necessary reading materials currently available in the appropriate library? yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
 18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
 19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 8/15/07
 Department Chairman/Division Director

Approved by: [Signature] Date 9-20-07
 Dean

Date _____
 Dean of Graduate School (when required)
[Signature] Date 9/19/07
 Chair, SCA Grad. Curr. Comm.

Date _____
 Chancellor/Vice-President
 Date _____
 University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

COMM-C 5xx
APPLIED QUALITATIVE RESEARCH METHODS IN COMMUNICATION STUDIES

Gail Gráinne Whitchurch, Ph.D.
Associate Professor of Communication Studies
Adjunct Associate Professor of International Studies

CONTACT INFORMATION
AND OFFICE HOURS

GGW: whig@iupui.edu
GGW: CA503A; 278-3197 Office hrs: TBA and by appt.
Communication Studies Dept & Leslie Newland:
CA309; 274-0566; www.iupui.edu/~comstudy/index.htm

COURSE INFORMATION

COMM-C 5xx Course Nbr xxxxx APPLIED QUAL RES METHODS (3 CR)
3:00P-4:15P MW Whitchurch G G

Final exam period: [time of day], [day of week], December [date], 2008

NOTE: There is no in-class final exam, but attendance for all of this class meeting is required.

Course description: 3 credits. Inductive (data-to-theory) approach to knowledge, and associated sequential and non-sequential methods for studying communication in applied everyday situations, e.g., friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer-mediated, or health-related contexts. Prerequisite: 6 credits (at any level) of coursework in communication studies. [49 words]

COURSE OBJECTIVES Upon successful completion of this course, you will:

understand an inductive approach to knowledge, and be able to articulate this clearly;

be able to explain how an inductive approach to knowledge is implemented through qualitative research;

be able to describe two (or more) of the major methods of conducting qualitative research;

be able to write, and strongly advocate for, a proposal for a thesis and/or grant that takes an inductive approach to research and uses qualitative method(s);

have participated successfully in a team-based research project;

have completed the pilot study of a qualitative research project that is a potentially publishable paper.

THE INSTRUCTOR

Dr. Gail Gráinne* Whitchurch is Associate Professor of Communication Studies and Adjunct Associate Professor of International Studies, and of Sociology. She is Faculty Associate with both West European Studies (WEST) and the Families and Social Responsibility (FASR) Institute at Indiana University-Bloomington. She is also a research consultant with the Muintearas [community outreach centers] in the Gaeltacht (Irish-speaking) areas of far-western Ireland, where she completed a sabbatical leave in July 2008.

*pronounced GRAW-nya

She holds B.A. and M.A. degrees from the University of Minnesota and a Ph.D. from the University of Delaware. She completed postdoctoral training in family and couple/marriage therapy at Butler University in Indianapolis, Indiana and is a Clinical Member of the American Association for Marriage and Family Therapy.

Dr. Whitchurch's research specialties are applied couple/family communication and oral history, with special interests in families of the Gaeltacht areas of Connemara (west of Galway city, County Galway) and Achill Island, County Mayo. Her most recent paper (co-authored with her Muintearas colleagues) is "Advancing the European Education Agenda by Implementing Policies on Youth Special Education Needs and on Adult Lifelong Learning: The Example of an Irish-Language Community-University Initiative," which was presented in December 2007 at the European Union's European Education Policy Network meeting in Brussels, Belgium.

Prof. Whitchurch's service work currently includes External Examiner for the University of Limerick (Ireland) for two degree programs that are taught in underserved Gaeltacht areas. The programs are: Special Needs Education Certificate Programme, and Diploma in Community-Inclusive Practise Facilitation/Special Educational Needs.

At IUPUI Prof. Whitchurch teaches such courses as family communication, international studies, qualitative research methods, and an interdisciplinary course on Ireland. She has won two Teaching Excellence Recognition Awards (TERA), sponsored by the Indiana University Board of Trustees.

ONCOURSE

Please check the Oncourse "Announcements" section frequently; you are responsible for the information posted there. Details for assignments and readings also will be posted on Oncourse.

TESTS

Although there are no formal exams in C5xx, the readings etc. should be done with both retention of information and the "big picture" in mind (as would be done when preparing for an exam). Evaluation will be based on the course assignments, as follows.

COURSE REQUIREMENTS & GRADING

<u>Course requirement</u>	<u>Pts available</u> *each team member earns the same # of points on this req
Rationale/RQ essay & prelim bibliog	100
*Proposal for research project	100
Annotated article reportg qual research	50
*Research project--written paper	500 (see assignment for allocation of these points)
*Research project--oral presentation	50
Advocacy essay	100
Colleagueship	100

1000 TOTAL POINTS AVAILABLE FOR THE TERM

To approximate your grade to date during the term: Divide your total number of points earned to date by the number of points available to date. Look up the resulting percentage on the table below. The approximate equivalent letter grade is in the right-hand column of the table, and corresponds to the percentage you calculated.

<u>LETTER GRADE</u>	<u>POINT RANGES IN FINAL COURSE GRADE</u>	<u>PERCENTAGE EQUIVALENTS</u>
A+	990 -1000 points	99.0% - 100%
A	940 - 989 points	94.0% - 98.99%
A-	900 - 939 points	90.0% - 93.99%
B+	890 - 899 points	89.0% - 89.99%
B	840 - 889 points	84.0% - 88.99%
B-	800 - 839 points	80.0% - 83.99%
<i>conference(s) with GGW</i>	\leq 799 points	\leq 79.9%

PLEASE NOTE:

Final course grades will not be released directly to students--grades will be available via Onestart.

OVERVIEW OF COURSE REQUIREMENTS

Well before each course requirement is due, specific assignments containing objectives, details, and advice will be posted on Oncourse and discussed during class meetings. A thumbnail sketch of each course requirement is below.

Class members will form themselves into research teams of about four members each (depending on the number enrolled in the course). Ideally, the teams will form on the basis of members' interest areas in the study of communication. One of the goals of the course research project is to produce a manuscript with potential for presentation at a professional conference and/or for publication. (Doing so would necessitate additional post-course work on the project.)

Rationale/research question essay and preliminary bibliography

This is your initial work on building a case why your research topic is worth studying, and what your guiding research question will be. For this essay, you will identify and examine five key sources in the extant research. However, please note that *this is not the same as a literature review for a quantitative study*, in which the goal is to predict findings of the proposed research. For a subsequent C5xx assignment--the proposal--team members will synthesize their individual rationale/RQ essays into one integrated rationale section, one integrated research question section, and one integrated bibliography.

Annotated article that reports qualitative research

For this assignment, you will identify and locate an article that uses either a narrative interviewing or a grounded theory approach to study communication-related research question(s). Using handwritten notes in the margins, you will annotate the article with respect to the elements of that particular research method (covered in methodology readings and during previous class meetings). You will make handouts of the annotated article and distribute them to the other members of the class. We will read the article and your annotations before the next class meeting. At that class meeting, we will discuss the articles and the particular qualitative method(s) used in each, with the annotators leading the discussion.

Proposal for the research project

Each team will develop and submit a formal proposal for their project. As noted elsewhere in this syllabus, the team members' individual rationale/research question essay and their preliminary bibliography will be synthesized and expanded into a one integrated rationale section, along with the other components of a proposal for qualitative research, such as an abstract, and sections on conceptual logic for the study, research questions, methods, analysis, and a plan for time and other resources.

Research project--written paper

One of the purposes of research is to add to the body of knowledge on a given topic. To this end, each C5xx research team will produce a written report of their research. As closely as possible given the limitations of a single semester, the paper will resemble the manuscript for a convention paper. The specific format for the written paper will vary somewhat depending on the particular research project but, generally speaking, a paper reporting qualitative research is an expansion of the research proposal. Typical sections include: abstract, rationale, conceptual logic for the study, research questions, methods used, data analysis, findings, limitations, future directions, bibliography, appendix/appendices (e.g., the interview schedule, a sample of a transcript, etc.).

Research project--oral presentation

These class meetings (see course timetable for the dates) will have a format that is similar to professional meetings. Each team will have fifteen minutes to give an overview of their research project, and another team will act as discussants by giving constructive criticism. After each presentation and constructive comments, there will be a short question/answer period with the "audience" (the class members who are not acting as presenters or discussants for that particular project).

Advocacy essay

In this essay, you will advocate--argue for--an inductive, qualitative approach to knowledge in a situation in which this would be the appropriate approach. For C5xx, of course, you will need to write a professional-level essay that makes strong arguments for a qualitative approach. Subsequent to this course, your essay could contribute to your writing a comprehensive exam question and/or a thesis proposal, if you choose to do so.

Colleagueship

This goes without saying in any university course, and a graduate course in particular, but I will say it anyway. An important part of any graduate program is being socialized as an effective member of the community of academicians and other professionals. I am fully aware that in some graduate programs, students are trained to compete with one another. However, this is not the case with the Master's in Applied Communication program at IUPUI. Throughout the term in C5xx, your colleagueship should be enacted in such ways as being a full participant in every phase of your teamwork, sharing resources as appropriate, being prepared for and participating appropriately in class meetings, and participating in your classmates' development of their own colleagueship.

CLASS MEMBER CONTACT LIST

A contact list with class members' telephone numbers and preferred email addresses will be developed and distributed for as a method of contacting one another outside class. Please *treat this list as confidential information*.

COURSE MATERIALS

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.

Lindlof, T. R., & Taylor, B. C. (current edition). *Qualitative communication research methods*. Thousand Oaks, CA: Sage.

Riessman, C. K. (1993). *Narrative analysis*. Thousand Oaks, CA: Sage.

The other course readings will be posted on Oncourse, or on reserve at University Library when copyright does not allow posting on Oncourse.

APA writing and style manual (current edition)

a stenographer's notebook: spiral-bound at the top and *vertical* line down *center* of each page

a tape recorder/player (own, borrow, rent) that uses full-size cassettes, *not* micro-cassette size

If you do not have access to a cassette recorder, they can be rented from the CommTechLab on the fourth floor of Cavanaugh Hall. You will be transcribing your research data, and you will find it easier to transcribe from audiotape rather than from a digital recording. If you prefer to use a digital recorder to record your interviews, you can dub them to audiotapes in by playing your digital recordings into the microphone of a cassette recorder that is set on "record." As far as I know, there is no way to dub from digital onto audiotape at high speed (i.e., this kind of dubbing has to be done in real time).

appx six 60-minute audiotapes, of very good quality (or higher), for recording multiple voices

recommended: Consider using a three-ring notebook binder for C5xx, instead of spiral-bound if that is your usual practice. As with qualitative research itself, qualitative methods courses are "data-up," so the need for various handouts is likely to arise during the course. Although I (GGW) pre-plan as much as possible of the course before it begins, there will be needs for handouts and other forms of additional information that will *emerge* from class interaction.

Additional research and methods sources, on 24-hour reserve at University Library

Atkinson, R. (1998). *The life story interview*. Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds). (2000). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Flick, U. (2002). *An introduction to qualitative research*. London: Sage.

handy note re. pronunciation of author's first name, Uwe: OOH-vah

- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.
- Handel, G., & Whitchurch, G. G. (Eds.) (1994). *The psychosocial interior of the family* (4th ed.). Hawthorne, NY: Aldine de Gruyter. Note: Contains examples of qualitative research re. families.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage. handy note re. pronunciation of author's names, Steinar Kvale: STINE-ahr KVAH-leh
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lofland, J. & Lofland, L. H. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. Belmont, CA: Wadsworth.
- Prosser, J. (1998). *Image-based research: A sourcebook for qualitative researchers*. London: Falmer.
- Silverman, D. (Ed.). (2004). *Qualitative research: Theory, method, and practice*. Thousand Oaks, CA: Sage.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge, UK: Cambridge University Press.
- Strauss, A. L. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
- Yow, V. R. (1994). *Recording oral history: A practical guide for social scientists*. Thousand Oaks, CA: Sage

ANTICIPATED TIMETABLE NOTE: In qualitative research, the term "interview schedule" refers to the list of questions asked of research participants. Therefore, the term "timetable" is used to refer to the course agenda, that is, the planned dates for events.

Abbreviations used in the timetable

chap(s)	chapter(s)	Rssmn	Riessman book
Chmz	Charmaz book	rsrch	research
ComSt	Communication Studies	rsrv	on reserve at University Library
L&T	Lindlof & Taylor book	rvw	review
Onc	Oncourse	TBA	to be announced
qual	qualitative	TOC	table of contents
RQ(s)	research question(s)		

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
COURSE PRELIMINARIES			
Wk 1	*Wed. [date to be inserted]	<p><i>* Attendance for all of this class meeting is required. Missing this class would drop your final course grade by 2/3 (e.g., A to B+).</i></p> <p>Self-introduction posted to Oncourse before class meeting</p> <p>L&T: skim the entire book <i>and</i> read: TOC, preface, chap 1, chap 3 through p85; think about exercises on p98 McCracken, "The qualitative quantitative difference" (Onc)</p> <p>Wolcott, "Writing up qualitative research" (Onc) Horwitz, "Confederates in the attic" and "Cats of the Confederacy" (Onc)</p>	<ul style="list-style-type: none"> • Finish self-introductions; make contact list • Course overview • What is induction? What is qualitative research? <i>Emerging, not predicting</i> Qual rsrch in ComSt • Phases of qual rsrch and the importance of -ing • Choosing a topic for the C5xx project: • C5xx research project: Overview • Overview of the next several class meetings • Form teams for the C5xx research project

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
PHASE 1: CONCEPTUALIZING			
Wk 2	Mon. [date]	<p>DUE: RESEARCH TOPIC, written out in ONE <i>phrase--not in a sentence.... a phrase</i> that states what the topic is</p> <p>L&T: read chap 2 & pp90-97 Anfara & Mertz, "Theoretical frameworks in qual rsrch"(Onc)</p> <p>L&T: skim pp158-167</p>	<ul style="list-style-type: none"> • Qualitative paradigms & terms • Qual rsrch in various areas of the ComSt discipline • Theoretical traditions in qualitative research • Recording info from qual rsrch, Part 1 • Human subjects in qualitative research, incl demo of IUPUI's human subjects test
Wk 2	Wed.	<p>L&T: skim pp85-90 Erickson & Stull, "Getting there--together" (Onc)</p> <p>DUE: COMPLETION OF IUPUI HUMAN SUBJECTS TEST BEFORE CLASS MEETS TODAY</p> <p>L&T: rvw pp90-97</p> <p>Chmz: read pp35-40 L&T: read pp111-120 and skim chap 6</p>	<ul style="list-style-type: none"> • Proposals part 1: Overview & intro to C5xx proposals • A team-based approach to research • Discuss human subjects with respect to proposals • Developing research questions (RQs) from topics • Sources of data, part 1 • The role of the literature review in qual rsrch • Developing & writing the case for the rationale & RQ

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 3	Mon.	LABOR DAY--NO IUPUI CLASSES	LABOR DAY--NO IUPUI CLASSES
PHASE 2: DESIGNING QUALITATIVE RESEARCH			
Wk 3	Wed.	<p>DUE: RATIONALE/RQ ESSAY for the C5xx research project--including a preliminary bibliography of about 5 key sources</p> <p>L&T: rvw pp79-85 & p88 & pp99-119; read chaps 5, 6, & 8 McCracken, "The obtrusive/unobtrusive balance" (Onc.)</p> <p>Read Szpiro's narrative (Onc), noting that she tells about events in a chronological order</p>	<ul style="list-style-type: none"> • Discussion of the rationales for the C5xx projects • Initial discussion of main qual method to be used in the C5xx projects • Initial discussion of the rsrch field, site, & scene • Sources of data, part 2 • Observations as a form of qualitative data • Interviews as a form of qualitative data <p>• Preview of the next several class meetings: Qual methods to be covered; volunteer or draw numbers for presenters; preview of narrative interviewing</p>
Wk 4	Mon.	<p>L&T: read bottom of pp179-181 Rssmn: skim the entire book; read TOC & preface & pp1-56 & pp68-70 Payne, "Reason-why" (Onc) McCracken, "Investigator as instrument" (Onc)</p> <p>DUE FROM PRESENTERS #1-8: Handouts of your annotated article on research using narrative interviewing as its primary research method</p>	<ul style="list-style-type: none"> • Narrative interviewing and oral histories • The researcher in qualitative research <p>• Preview of the next class meeting, in which we will discuss the 8 annotated articles handed out today</p>

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 4	Wed.	<p>DUE FROM EVERYONE: Have carefully read the 8 annotated articles using narrative interviewing as their primary research method</p> <p>Read Browne's account (Onc). She doesn't use a chronological order to tell her story. What order does she use?</p>	<ul style="list-style-type: none"> • Discussion of the 8 annotated articles • Access to research participants in qual research • Preview of grounded theory
Wk 5	Mon.	<p>L&T: read pp218-222 Chmz: skim entire book; read TOC and other front material; read chaps 1-6 and chap 8; skim chap 7</p> <p>DUE FROM PRESENTERS #9-16: Handouts of your annotated article on research using narrative interviewing as its research method</p>	<ul style="list-style-type: none"> • Grounded theory • Preview of the next class meeting, in which we will discuss the 8 annotated articles handed out today
Wk 5	Wed.	<p>DUE FROM EVERYONE: Have carefully read the 8 annotated articles that use grounded theory as their primary research method</p>	<ul style="list-style-type: none"> • Discussion of the 8 annotated articles • Preview of the next several class meetings
Wk 6	Mon.	<p>L&T: r/w pp99-109 L&T: read pp120-131 McCracken, "Manufacturing distance" (Onc) McCracken, "Investigator/respondent relationship" (Onc) Chmz: r/w chap 5</p>	<ul style="list-style-type: none"> • Researcher-participant relationships • Cultural issues in qualitative research • Sampling in qualitative research • Preview of the next several class meetings

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 6	Wed.	<p>L&T: pp85-90 rvw IUPUI's IRB website Marshall & Rossman, "Planning time & resources" (Onc)</p> <p>DUE: download and read IRB forms</p>	<ul style="list-style-type: none"> Proposals part 2: C5xx proposals; proposals for theses and dissertations Budgeting time and other resources Filing with the IRB for research involving humans
Wk 7	Mon.	<p><i>No formal class meeting</i></p> <p>DUE AT EACH TEAM'S MEETING WITH GGW: Completed IRB forms for the team's project. Print out a near-final draft of the required forms. Bring these to your team meeting with GGW (time & place to be agreed upon ahead of time).</p> <p>DUE BY TOMORROW (TUES.) AT NOON: Submission of your team's IRB forms to Risk Management; submission details are on Research & Sponsored Programs website</p>	<p>TEAM MEETINGS WITH GGW RE. IRB FORMS AND PROPOSALS</p> <p><i>No formal class meeting.</i></p>
Wk 7	Wed.	<p><i>meet in CA436, the Social Sciences Computer Classroom (SSCC)</i></p> <p>handouts on grantwriting (will be distributed in a previous class meeting)</p>	<p><i>meet in CA436, the Social Sciences Computer Classroom (SSCC)</i></p> <ul style="list-style-type: none"> Proposals part 3: Grantwriting; the Community of Science (COS)

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 8	Mon.	<p>DUE: COMPLETED WRITTEN PROPOSALS FOR THE C5xx RESEARCH PROJECT--one proposal per team, with the individual team members' rationale/RQ essays revised, expanded, and integrated into one section of this proposal. See assignment for details.</p> <p>Yow, "Preparing the equipment" (Onc)</p>	<ul style="list-style-type: none"> • Discuss the proposals • Ongoing discussion of the cyclical nature of qual rsrch • Overview of the next several class meetings • Preparation for data gathering & transcription phases
PHASE 3: DATA GATHERING			
Wk 8	Wed.	<p><i>No formal class meeting</i></p> <p>review readings from Weeks 4-6</p>	<ul style="list-style-type: none"> • Field work for data gathering phase <i>No formal class meeting</i>
PHASE 4: TRANSFORMING QUALITATIVE DATA			
Wk 9	Mon.	<p><i>meet in CA436, the Social Sciences Computer Classroom (SSCC)</i></p> <p>Rssmn: read p56 (bottom) - p60 (middle) L&T: rvw pp204-207</p>	<p><i>meet in CA436, the Social Sciences Computer Classroom (SSCC)</i></p> <ul style="list-style-type: none"> • Transcribing qualitative data
Wk 9	Wed.	<p>Strauss, "Induction, deduction, and verification" (Onc)</p> <p>L&T: skim chap 7 Chmz: rvw chaps 3 & 4 Rssmn: rvw pp60-63</p>	<ul style="list-style-type: none"> • Applying our ongoing discussion of the cyclical nature of qual rsrch to the C5xx research projects • Initial considerations about the phase of analyzing/interpreting qual data

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 10	Mon.	DUE: THE COMPLETE TRANSCRIPTION OF EACH TEAM MEMBER'S FIRST INTERVIEW rvw previous readings as needed	<ul style="list-style-type: none"> • Ongoing discussion of the cyclical nature of qual rsrch • Development of theory from qual rsrch, Part 1 • Ongoing discussion of analyzing/interpreting data
Wk 10	Wed.	<i>No formal class meeting</i> rvw previous readings as needed	<ul style="list-style-type: none"> • Field work for data gathering and transforming phase continues. <i>No formal class meeting</i>
PHASE 5: DISCOVERING ANALYSIS & INTERPRETING QUALITATIVE DATA			
Wk 11	Mon.	L&T: chap 7 Chmz: rvw chap 4 Rssmn: rvw pp60-63	<ul style="list-style-type: none"> • Discussion: comparing terms <i>analyzing & interpreting</i> • Interpreting your qual data for the C5xx project
Wk 11	Wed.	<i>No formal class meeting</i> rvw previous readings as needed	<ul style="list-style-type: none"> • Field work for analyzing/interpreting your qual data. <i>No formal class meeting</i>
PHASE 6: VERIFYING			
Wk 12	Mon.	rvw Strauss, "Induction, deduction, & verification" (Onc) Kvale, "The social construction of validity" (Onc) Rssmn: rvw pp64-67	<ul style="list-style-type: none"> • Evaluating interpretations: Verifying • Discussion of verifying, with respect to C5xx research projects

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 12	Wed.	<i>No formal class meeting</i> rvw previous readings as needed	<ul style="list-style-type: none"> • Field work for the verifying stage of your research <i>No formal class meeting</i>
PHASE 7: REPORTING			
Wk 13	Mon.	Chmz: chap 7 L&T: chap 9 DeVault, "Constructing the family" (Onc) Note: This is just one page of an article, illustrating ways in qual rsrch of synthesizing your findings with those of others, and of using exemplars of data in your research report. FYI if interested: The remainder of this chapter in the Handel & Whitchurch book, on rsrv.	<ul style="list-style-type: none"> • Discussion of reporting, with respect to the C5xx research projects • Development of theory from qual rsrch, Part 2
Wk 13	Wed.	<i>No formal class meeting</i> , but each team will have a meeting with GGW at an agreed-upon time and place.	<ul style="list-style-type: none"> • Field work for reporting AND team meetings with GGW at agreed-upon place & a time between today through and including Monday <i>No formal class meeting</i>
Wk 14	Mon.	<i>No formal class meeting</i> , but each team will have a meeting with GGW at an agreed-upon time and place. rvw previous readings as needed	<ul style="list-style-type: none"> • Field work for reporting AND team meetings with GGW at agreed-upon time today (unless team has already met with GGW last week) <i>No formal class meeting</i>
Wk 14	Wed.	<i>THANKSGIVING BREAK--NO IUPUI CLASSES</i>	<i>THANKSGIVING BREAK--NO IUPUI CLASSES</i>

	DATE	WHAT'S DUE AT THE BEGINNING OF CLASS	MAIN TOPIC(S) FOR THE CLASS MEETING
Wk 15	Mon.	DUE: WRITTEN RESEARCH PROJECTS	<ul style="list-style-type: none"> • Discussion of the research projects • Preparation for the oral presentations
Wk 15	Wed.	<p>DUE: EVERYONE'S ORAL PRESENTATION, EVEN IF NOT PRESENTING TODAY</p> <p>DUE FOR THE 3 TEAMS WHO ARE NOT PRESENTING TODAY: PREPARATION TO ACT AS DISCUSSANT FOR ANOTHER TEAM'S RESEARCH PRESENTATION</p>	<ul style="list-style-type: none"> • 3 teams give a presentation of ≤ 12 minutes, with one other team as discussants for ≤ 5 minutes, followed by class Q&A for ≤ 5 minutes
Wk 16	Mon.	DUE FOR THE 3 TEAMS WHO ARE NOT PRESENTING TODAY: PREPARATION TO ACT AS DISCUSSANT FOR ANOTHER TEAM'S RESEARCH PRESENTATION	<ul style="list-style-type: none"> • 3 teams give a presentation of ≤ 12 minutes, with one other team as discussants for ≤ 5 minutes, followed by class Q&A for ≤ 5 minutes
Wk 16	Wed.	DUE: ADVOCACY ESSAY	<ul style="list-style-type: none"> • Discussion of the research projects and advocacy essay
COURSE SYNTHESIS AND WRAP-UP			
*final exam period (per Class Sched)	[date & time of final exam period, per Class Sched]	<p>McCracken, "Multimethod approaches"</p> <p><i>*Attendance for all of this class meeting is required. Missing this class would drop your final course grade by 2/3 (e.g., A to B+).</i></p>	<ul style="list-style-type: none"> • Discussion of the course in retrospect • Now what? What can we do with our C5xx projects? • Leave-taking and moving on <p>HAVE A WONDERFUL BREAK, EVERYONE! :-)</p>

Reminder: Final course grades will not be released directly to students--grades will be available via OneStart.

RESEARCH TEAM MEMBERS Appx 4 per team. Note that these team names are all names of winners! :-)

Team Harroun:

Team Cheever:

Team Fittipaldi:

Team Luyendyk:

UNIVERSITY POLICIES

The following issues rarely arise in graduate-level courses, but I am required to state them in my syllabi.

Computers and email: By university policy, you are responsible for your email account. That is, any email sent to or from your account is your responsibility, whether or not you are the person who sent or received it. Further, the university is not liable for any computer malfunctions, power outages, viruses, printer unavailability, or other computer hardware or software difficulties

Academic Honesty: IUPUI's Code of Conduct ("the Code") <<http://life.iupui.edu/help/code.asp>> defines "academic misconduct" as including cheating, fabrication, plagiarism, interference with another student's work, violation of course policies or syllabus, and facilitating academic dishonesty. Each of us is responsible for following the Code, so if I suspect that academic misconduct has occurred, I follow the formal disciplinary procedures outlined in the Code.

The Code and class team work: "Cheating," "fabrication," and "violation of course policies or syllabus" apply to team projects. Each individual is required to be an active participant in team projects in this course. Do not ask other team members to give you copies of their work if you have not participated--fully--in the activities of the team. Getting work that was done by other students without your participation constitutes violation of the Code.

By the same token, if your team has a non- or low-participating member, Do not give that person a copy of the other team members' work, and/or allow her/him to participate in presentations, etc. Doing so is a form of fabrication *by you*, and thereby also violates the Code. Thus, the Code removes pressure on a student to be a "good" person to provide copies of other team members' work to low- or non-participating persons.

Incompletes: In order to derive maximum benefit from this course, you must complete all course requirements in order to pass this course. Because a student does not derive maximum benefit from the course by completing the work after the term ended, Incompletes are reserved for situations in which all three of these conditions are met: (1) serious circumstances beyond the student's control *near the end of the term*; (2) at least 75% of the coursework has been; (3) the student is passing in work completed. Under other circumstances, students will be advised to withdraw from the course.

Incompletes in GW's courses must be finished within 30 days after the date the "I" is granted unless there are extenuating circumstances. Students are responsible for filing any paperwork for an Incomplete that is required by their School, Division, or program, and/or by Financial Aid.

Administrative withdrawal: Students who miss more than 50% of class during the first four weeks without contacting their instructor or department will be administratively withdrawn.

Memo

INDIANA UNIVERSITY
SCHOOL OF
LIBERAL ARTS



To: Whom It May Concern
From: Department of Communication Studies
Date: August 17, 2007
Re: New Course Request – Justification/Rationale
C502 – Applied Qualitative Research Methods in
Communication Studies

We are proposing C502, Applied Qualitative Research Methods in Communication Studies because our current course, C501, Applied Communication Research, is inadequate to meet the needs of our graduate students. The current course addresses both quantitative methods and qualitative methods and, according to professors who teach it, as well as students, is entirely too broad in its' scope. The current course already contains a strong quantitative component and will be adjusted (name change and content adjustment) to address quantitative methods in communication research only. The new course will provide a rich exploration of qualitative methods.

Most graduate level programs prefer to offer methods courses from their own disciplinary focus. For example, in Sociology, their course appears to take a macro approach to understanding and utilizing qualitative methods. In contrast, our course would take a micro approach to applying qualitative methods to specific communication contexts. It is essential that graduate students in Communication Studies, are able to study methods in their appropriate contexts.

DEPARTMENT OF
COMMUNICATION STUDIES

425 University Boulevard
Indianapolis, Indiana
46202-5140

317-274-0566
Fax: 317-278-1025

B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%

ATTENDANCE

Obviously, attendance in a course such as this is absolutely essential, therefore I make no provision for cuts or excused absences, although I do recognize that emergencies do happen. In any case, it is the student's responsibility to notify me, in advance if possible, of any sessions that must be missed.

PLAGIARISM

The university demands academic honesty, which requires that all words and ideas that writers present as their own truly represent their own work. Plagiarism, defined as “offering the work of someone else as one’s own,” is a grave offense. In a word, it is cheating. Penalties range from a lowered grade in the course to dis-enrollment from the university. For more information, see any handbook on writing, as well as your School of Liberal Arts student guide. See also the Student Misconduct section of the IUPUI Student Code of Conduct (<http://life.iupui.edu/dos/code.htm>).

RECYCLED WORK

Students may not submit work for this class that was written for any other class, unless they receive permission from both instructors. If instructors discover a recycled assignment—and students should be aware that teachers consult each other regularly—that piece of writing will receive a zero in both classes.

TECHNOLOGY

To succeed in this course, students must be prepared to (1) use their iupui e-mail address (or arrange to have messages sent there forwarded), (2) access our site on Oncourse several times a week, (3) post their work on Oncourse in a timely fashion when asked to do so. Any students who face obstacles in these areas should discuss those obstacles with me as soon as possible.

AMERICANS WITH DISABILITIES ACT

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317) 274-3241. The office is located in CA 001E.

N.B. Any aspect of this syllabus is subject to change in order to better accommodate instructional and/or student needs. It is the student's responsibility to keep abreast of such changes.

COURSE CALENDAR

Tuesday Evenings: