

Qualitative Research Methods

JRSM 7085-001, M50

Fall 2020

Class meeting: T, 5:30-8:30 p.m., Virtual/Synchronous

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COURSE REQUIREMENTS

Catalog description

Familiarization with in-depth interviews, focus groups, participant observation, and content analysis; practical experience in collecting and analyzing qualitative data.

Prerequisite/Corequisite

JRSM 7050 Mass Communication Theory

Textbooks, Software and Required Materials

Lindlof, T.R. & Taylor, B.C. (2017). *Qualitative Communication Research Methods* 4th Edition. Sage Publishing. ISBN-13: 978-1452256825

Altheide, D.L. (1996) *Qualitative Media Analysis*. ISBN: 0-7619-0199-X

Wolcott, H.F. (1990) *Writing Up Qualitative Research*. ISBN: 0-8039-3793-8

Classroom format

This is a graduate seminar with lecture and class discussion. Each week, we will discuss a new topic and selected readings. You must be prepared to discuss those readings each week. Please note that failure to attend class or to actively participate, even if all your assignments are turned in on time and done acceptably, will significantly affect your final grade.

Accessing the course website

1. Go to the University of Memphis eLearn home page: <http://elearn.memphis.edu>
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for JRSM 7085 – 001 or JRSM 7085 – M50 to enter your course and read the instructions on the welcoming page

Course Requirements

Research Colloquium

Graduate students must attend and write a one-page reflection paper about at least one Research Colloquium sponsored by the Department. Attendance and papers will count for at least 2% of your course final grade. Those who cannot attend will receive instructions about remote viewing from your

instructor. Students enrolled in more than one course may write multiple reflections of one research presentation as long as the topic is customized to the individual class.

Virtual Classroom Format

This class will use Zoom, a web-based video conferencing platform. All students, whether in the on campus or online section, will be in class synchronously, with everyone meeting at the same time via Zoom. I will not be in building during class time, and I do not expect anyone else to join the class live in a classroom. All students must have a stable Internet connection, speakers and a microphone (or a headset with a built-in mic). Headsets can be purchased for approximately \$20. Students will need to be able to have video turned on for the entire class. Online students will not be permitted to attend class using a cellphone.

Repetition of Courses and Coursework

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the resume and logo).

Quality of Work

All work in this course should follow APA Style, including proper spelling, grammar, and language. A large part of effective communication is having a polished written concept of what you are communicating. This includes all class work and presentations. Although line editing is unlikely, problems in these or other areas will result in the deduction of points.

I expect your work to be good and to be yours. What is not yours should be fully cited. In documenting sources, you should use APA formatting. If you need help with writing and citing sources, please see me for resources. In addition, Purdue University's Online Writing Lab is an excellent resource, and can be found at <http://owl.english.purdue.edu>.

Your papers will be graded on content, including writing quality, comprehensiveness of research, adherence to complete and proper citation style, grammar, punctuation and spelling. All of these will be analyzed to determine a final paper grade. Avoid overusing long or block quotes. Within your paper, you will have an introduction, a review of pertinent literature, research questions or hypotheses, method, findings and discussion.

Questions About Grades

If you would like to ask about a grade, please make an appointment to meet with me outside of class time, as I will not discuss grades via email or during class. If you have a question or problem with a grade, exam question, or in-class assignment, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question or appeal must be stated in writing, citing your position and why you feel the mark is incorrect. The appeal should be turned in to the professor or sent via email within the stated time frame.

Additionally, you are responsible for tracking your grade online and meeting with me early in the semester if you are concerned about your overall grade. Meeting with me early and often can help both parties involved find ways to improve student-professor understanding and quality of work.

Grading and Course Assignments

This is meant as a general guideline to the major assignments within the class. More detail will be provided in class and on eCourseware. Deadlines are also listed in the Class Schedule. All work should be turned in as a Word document or PDF via Dropbox in eCourseware. All work is due at the start of class, 5:30 p.m. Central on the assigned Tuesday, unless otherwise noted.

Weekly Reading Reviews

Each week you will write a short review of that week's reading. This analysis must show your grasp of the concepts discussed in that week's readings. It is important for you as a novice researcher to spend time with the readings so that you come to class prepared to discuss the topics, ask appropriate questions, and develop a deeper understanding of the material.

Midterm Exam

You will complete a midterm exam that covers the first half of the semester. The exam will assess your knowledge of the concepts of qualitative research methods and methodology. The exam will consist of broad discussion questions.

Research Colloquium

Graduate students must attend and write a one-page reflection paper about at least one Research Colloquium sponsored by the Department. Attendance and papers will count for at least 2% of your course final grade. Those who cannot attend will receive instructions about remote viewing from your instructor. Students enrolled in more than one course may write multiple reflections of one research presentation as long as the topic is customized to the individual class

Research paper

Your research paper of between 5,000 to 6,000 words (count only text, not cover sheet, references or endnotes) is to be based upon individual research conducted by each student on some aspect of the course. Research must be original, but the interpretation of the findings must reflect an appropriate review of the literature. Paper topic ideas must be approved by the instructor. Because IRB (Institutional Review Board) usually requires several weeks, I would strongly suggest that your research not include interviewing human subjects. A textual analysis or an historical analysis, for example, would not require IRB approval. However, if you do decide to complete a project involving interviews or questionnaires, your IRB application needs to be completed and filed as soon as possible (probably before midterm) to give you ample time to complete data collection and analysis before the end of the semester.

For your citations style, you must use the Chicago Manual of Style or APA. Your papers will be graded on content, including writing quality, comprehensiveness of research, adherence to complete and proper citation style, grammar, punctuation and spelling. All of these will be analyzed to determine a final paper grade. Avoid overusing long or block quotes. Within your paper, you will have an introduction, a review of pertinent literature, research questions or hypotheses, method, findings and discussion.

Grading Scale

There are 1,250 possible points in this class. At the end of the semester, your class average will be calculated, and fractions will be rounded to the nearest whole number. Letter grades will be determined according to the scale below.

- Participation 50 points
- Research Colloquium 50 points
- Weekly Reading Reviews 100 points (10 points each)
- Qualitative Data Work 250 points
- Research Proposal 100 points
- Midterm Exam 200 points
- Research paper 500 points
- **Total 1,250 points**

A+ = 96.5-100%; A = 92.5-96.4%; A- = 89.5-92.4%
B+ = 86.5-89.4%; B = 82.5-86.4%; B- = 79.5-82.4%
C+ = 76.5-79.4%; C = 72.5-76.4%; C- = 69.5-72.4%
D+ = 66.5-69.4%; D = 59.5-66.4%
F 0-59.4%

COURSE SCHEDULE

This is a basic schedule for topics and major assignments over the course of the semester. Although every effort will be made to stick with this schedule, please understand that some material may require more or less discussion and class time. Thus, changes to the schedule may occur. All changes will be announced in class.

Week 1: Aug. 18: Syllabus/Course Overview, What is qualitative research?

Readings: Lindlof & Taylor Chapters 1, 2, 3

Week 2: Aug. 25: Qualitative research in action

Readings: Lindlof & Taylor Chapters 4 & 5, Reading packet on eCourseware

Assignments: Reading Review 1 (due by the beginning of class)

Week 3: Sept. 1: Participation, Observation, and Recording Communication; IRB process

Readings: Lindlof & Taylor Chapter 6; Reading packet on eCourseware

Assignments: Reading Review 2 & Observation notes

Week 4: Sept. 8: Interviewing/Focus Groups

Readings: Lindlof & Taylor Chapter 7; Reading packet on eCourseware

Assignments: Reading Review 3 & Practice interview transcript

Week 5: Sept. 15: Textual and document analysis Part 1

Readings: Lindlof & Taylor Chapter 8; Reading packet on eCourseware

Assignments: Reading Review 4 & Research Proposal

Week 6: Sept. 22: Textual and document analysis Part 2

Readings: Reading packet on eCourseware

Assignments: Reading Review 5 & Textual data collection

Week 7: Sept. 29: Midterm Exam/Data Analysis & Coding

Readings: Lindlof & Taylor Chapters 9 & 10; Reading packet on eCourseware

Assignment: Reading Review 6

Week 8: Oct. 5: Historical Analysis

Readings: Reading packet on eCourseware

Assignments: Reading Review 6 (due by the beginning of class), Research Project Intro & Literature Review

Week 9: Oct. 12: Cultural and Critical Studies

Readings: Reading packet on eCourseware

Assignments: Reading Review 7 (due by the beginning of class)

Week 10: Oct. 19: Writing Up Qualitative Research

Readings: Lindlof & Taylor Chapter 11; Wolcott (entire book)

Assignments: Reading Review 8 & Research Project Findings/Discussion

Week 11: Oct. 26: Research Meetings

Individual Research Meetings with Instructor (meet via Zoom to discuss research projects)

Assignment: Reading Review 9 (due by the beginning of class)

Week 12: Nov. 2: Research Project Catch Up

Catch up day, Discuss Research Projects in Class; Review for final presentations

Assignment: Full Draft of Research Project

Week 13: Nov. 9: Peer Review of manuscripts

You will each be assigned projects to review before class. You'll present feedback during class.

Week 14: Nov. 16: Research Presentations

Tuesday, Nov. 23 at 5 p.m. Central

Assignment: Full final papers due via eCourseware

Wednesday, December 18 at 5 p.m. Central

AEJMC Southeast Colloquium submission deadline

This is a tentative deadline. I'll update you as this becomes more concrete.

JOURNALISM AND STRATEGIC MEDIA POLICIES

Portfolio requirement

All students in the Department of Journalism and Strategic Media are required to develop and maintain

an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900 and graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or Squarespace. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but they must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional lives, via a common email service, such as Gmail.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files and writing pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

Email

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

Electronic devices

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

Attendance

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class professor. Students may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make

arrangements to correct the problem or consider taking another class. Students should consider this class as a “job” in the educational process and be on time just as they would elsewhere.

Course repetition

Majors and minors who fail to earn the minimum passing grade (“C-”) in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student’s online portfolio and its attendant pieces (for example, the résumé and logo).

Academic integrity

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media class, students are expected to comply with copyright law and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. (*Office of Legal Counsel, October 11, 2018*)

Online SETEs

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

Deadlines

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an

assignment must receive approval from the instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP Style and grammar

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

Disability and accommodations

Students who need an accommodation based on the impact of a disability should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

Diversity and inclusivity

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Media reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

Weather policy

Always check with local media and the University of Memphis website regarding inclement weather. If the University is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

Student support

Student who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability, Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/saos/sos/crisis-resources.php>. Any student who faces personal challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.

COVID-19 protocols for this course

COVID-19 Health and Safety Policy - Masks and Social Distancing

All students, faculty and staff will wear masks in all public spaces, including our classroom (lab) per the COVID-19 policy. The first time a student enters a classroom without wearing a face covering, the student will be asked to leave the class until they return a covering. Further violations will be referred to the Office of Student Accountability. Students who repeatedly or flagrantly violate these community expectations may be referred for discipline under the Student Code and, if appropriate, immediately removed from campus by the Dean of Students.

Student Health

Students who are experiencing symptoms such as sneezing, coughing or a higher than normal temperature should inform me by email so they can be excused from class and should stay home. Students should contact their health care provider or the Student Health Center at <https://www.memphis.edu/health/>.

Students who have a positive COVID-19 test should contact the Dean of Students at deanofstudents@memphis.edu.

Student Accommodations

If and when we return to class, students seeking to remain remote for health or other serious reasons should discuss their options with me. Students with accessibility issues or with other learning accommodation needs due to a disability should contact Disability Resources for Students (DRS) to submit an official request for course accommodations. Contact DRS at 901.678.2880 or at drs@memphis.edu. (<https://www.memphis.edu/drs/index.php>)

Student Resources

Students who need additional resources can contact the Dean of Students Office at <https://www.memphis.edu/deanofstudents/crisis/index.php>.

Qualitative research methods are an excellent way to uncover insights that will help you design amazing experiences for your user. What is your favourite qualitative research method? Why? Share your thoughts in the comments below. Further Reading: Qualitative Research Methods. Principles Of Qualitative Research. Writing Qualitative Research Questions. When to Use Which User-Experience Research Methods. User Research Basics. Published on December 17, 2015. Qualitative Research Methods: A Data Collector's Field Guide Module 1. Qualitative Research Methods Overview. Family health international. Qualitative Research Methods Overview. OVERVIEW. This module introduces the fundamental elements of a qualitative approach to research, to help you understand and become proficient in the qualitative methods discussed in subsequent modules. Qualitative Research Methods & Methodology - Overview at atlasti.com - ATLAS.ti is your powerful workbench for Qualitative Data Analysis, Visit us now! Qualitative Research. Although one important feature in ATLAS.ti is the coding function, also at ATLAS.ti we whole-heartedly support the statement that "analysis is more than coding." Software is simply a tool that supports the data analysis process by helping you to find what you are looking for, to retrieve data in all kinds of ways, to help you think and to work with your data. Qualitative research is an important first step in the market research process. In this guide, we'll share 7 qualitative research methods for understanding your user. Qualitative research is important for gaining a broad understanding of the underlying reasons and motivations behind consumer decisions. We'll share the qualitative research methods in just a moment, but before we dive in, let's briefly discuss the basics. What is Qualitative Market Research? Qualitative research is a market research method that focuses on obtaining data through open-ended and conversational communication. This method focuses on the "why" rather than the "what" people think about you. Let's say you have an online shop that addresses a general audience. You do a demographic analysis and you find out that most of your customers are male. Naturally, you will want to find out why women are not buying from you. And that's what a qualitative research will help you find out.