

## **Qualitative Research**

MMC 6426 Section 004F

Time: Tuesday 11:00 am to 3:15 pm

Thursday 11:00 am to 1:45 pm

Location: Zoom meetings

Summer 2020

### **Instructor**

Dr. Huan Chen

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392-0447

2074 Weimer Hall

Office Hours: T/TH 9:30 am to 10:30 am

### **Course Description**

MMC 6426 provides a survey of qualitative research philosophies and methods. Its focus is on the use of qualitative research to understand phenomenon generally considered within the domain of communication. While philosophical foundations are referenced from time to time, the course places primary emphasis on the application of qualitative research methods. Of special interest are decisions and activities that the qualitative researcher must accomplish, such as selecting a phenomenon for study, determining research objectives and questions, selecting a qualitative research design, choosing data sources, conducting a long interview and a field observation, analyzing qualitative data, evaluating qualitative research, and writing a report of the results.

### **Course Learning Objectives**

At the end of MMC 6426, students should be able to:

Explain the qualitative research path to knowledge about phenomena.

Explain the similarities and differences between alternative qualitative research approaches.

Develop qualitative research objectives and research questions.

Design and conduct a qualitative research project.

Conduct long interviews and field observations.

Evaluate the rigor and contribution of qualitative research.

Write a qualitative research proposal.

### **Required Texts**

Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

**Tentative Schedule** (subject to change with adequate notice to participants)

## **Week 1**

### **5/12 Introduction**

Overview of course

Teacher/student introduction

Taylor, Ronald E., Mairea Grubbs Hoys, and Eric Haley (1996), "How French Advertising Professionals Develop Creative Strategy," *Journal of Advertising*, 14(1), 1-13.

### **5/14 What is qualitative research?**

Creswell, Ch. 1

Pauly, John (1991), "A Beginner's Guide to Doing Qualitative Research in Mass Communication," *Journalism Monographs*, 125, 1-29.

Denzin, Norman K. and Yvonna S. Lincoln (2005), "The Discipline and Practice of Qualitative Research," in Denzin, Norman K. and Yvonna S. Lincoln (eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications, 1-32.

Morrison, Margaret A., Eric Haley, Kim Bartel Sheehan, and Ronald E. Taylor (2002), "A Qualitative View of the World: Theory and Data Analysis," *Using Qualitative Research in Advertising*. Thousand Oaks, CA: Sage Publications, 16-28.

## **Week 2**

### **5/19 Philosophical and Theoretical Foundation**

Creswell, Ch. 2

Berger, Peter L. and Thomas Luckmann (1967), "The Foundations of Knowledge in Everyday Life," *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books, 19-46.

Blumer, Herbert (1969), "The Methodological Position of Symbolic Interactionism," *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, NJ: Prentice-Hall, 1-60.

Geertz, Clifford (1973), "Thick Description: Toward an Interpretive Theory of Culture," *The Interpretation of Cultures*. New York: Basic Books, 3-30.

### **5/21 Designing a qualitative research**

Creswell, Ch. 3 & Ch. 4

Maxwell, Ch. 1 & Ch. 2

### **Week 3**

### **5/26 Conducting qualitative interviews**

Kvale, Steiner (1983), "The Qualitative Research Interview," *Journal of Phenomenological Psychology*, 14 (2), 171-196.

McCracken, Grant (1988), *The Long Interview*. Newbury Park, CA: Sage Publications, 1-29.

Morrison, Margaret A., Eric Haley, Kim Bartel Sheehan, and Ronald E. Taylor (2002), "Listening to Consumers: The Qualitative Interview," *Using Qualitative Research in Advertising*. Thousand Oaks, CA: Sage Publications, 45-61.

### **5/28 No Class/Fieldwork: Conducting an in-depth interview**

### **Week 4**

### **6/2 Conducting observations**

Barnard, H. Russell (2002), "Field Notes: How to Take Them, Code Them, Manage Them," *Research Methods in Anthropology*. New York: Altimira Press, 365-389.

Barnard, H. Russell (2002), "Direct and Indirect observation," *Research Methods in Anthropology*. New York: Altimira Press, 390-425.

Belk, Russell W., John F. Sherry, Jr., and Melanie Wallendorf (1988), "A Naturalistic Inquiry into Buyer and Seller Behavior at a Swap Meet," *Journal of Consumer Research*, 14 (March), 449-470.

In-depth interview DUE

## **6/4 No Class/Fieldwork: Conducting an observation**

### **Week 5**

#### **6/9 Writing qualitative research**

Creswell, Ch. 9

Maxwell, Ch. 7

Richardson, Laurel (2000), "Writing: A Method of Inquiry," in Norman K. Denzin and Yvonna S. Lincoln (eds.), *Handbook of Qualitative Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications, 923-948.

Field observation is DUE.

#### **6/11 Evaluating qualitative research**

Creswell, Ch.10

Maxwell, Ch. 6

Strauss, Anselm and Juliet Corbin (2008), "Criteria for Evaluation," *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publications, 297-312.

### **Week 6**

#### **6/17 No Class/Finalize research proposal**

#### **6/19 Research proposal presentations**

Each student is required to prepare a 10-minute presentation on his/her qualitative research proposal

Qualitative research proposal is DUE.

### **Evaluation of Grades**

<b>Assignment</b>	<b>Total Points</b>	<b>Percent of Grade</b>
Long interview	150	15%
Field observation	150	15%
Discussion leader	200	20%

Qualitative project proposal	400	40%
Participation	100	10%
TOTAL	1000	100%

### **Grading Policy**

<b>Score</b>	<b>Percent</b>	<b>Grade</b>	<b>Grade Points</b>
934-100	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.0
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

More information on grades and grading policies is here:

<https://catalog.ufl/ugrad/current/regulations/info/grades.aspx>

### **Class Attendance and Make-Up Policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Student Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be

given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### **Class Demeanor**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

### **Materials and Supplies Fees**

There are no additional fees for this course.

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### **Assignment Description**

#### **Long interview**

Conduct an in-depth interview (at least one hour long) with someone you do not know. If your interview turns out to be less than an hour long, you must redo it. Otherwise, you will not have enough data for analysis.

Given the current situation, you will conduct your in-depth interview online via Zoom or other video chatting software. You will be asking your participants about their lived experience of a topic/question appropriate for qualitative analysis. For this assignment,

you will create an interview guide, conduct, record, and transcribe the interview; make a preliminary analysis of categories; summarize the findings; and write your reactions to the process.

Here is my suggestion on how to write this assignment:

- A reflection on the significance of your research (2 paragraphs)
- A description of your interview participant and the interview setting (1 or 2 paragraphs)
- The interview guide/protocol (1 page)
- Interview transcript marked up with notes from analysis (whatever it takes)
- A discussion of the findings and themes, with supporting quotes (whatever it takes)
- Your reflections on the experience. How well did the interview progress? What difficulties did you encounter? How would you change the process next time? What did you learn about interviewing? About yourself? About your comfort level with this method? (1 page or more)

### **Field observation**

You will conduct an online observation (preferably related to your research proposal) for two hours. Unless you have a particular research question in which you are interested, the question you need to address is: “What’s going on here?” Use the five minutes to write somewhat detailed description of the site. Then, pay attention to the people, how they look, how they interact, their behavior, etc. While on site, you will take condensed field notes. (Those taken on the field: reminders to yourself of things seen and heard. If you are writing too much, you won’t be able to observe what is going on around you). Allow yourself the hour immediately after the observation to prepare your expanded filed notes. (These are extensive notes. Write all you remember, but try not to make value judgment). When taking notes, I recommended that you divide the page in two columns. On one column write your observations, on the other jot down your thoughts and feelings.

You should turn in:

- Your condensed field notes
- Your expanded filed notes
- A brief account of your observations; did you find an answer to your initial question? If so, what is your answer? If not, what precluded you from answering the question?
- A written reaction to the project including: reflections on the experience of being an observer (what you learned about being an observer, about yourself, and about your comfort level with this method)

### **Discussion leader**

You will lead discussion for one or two articles (depending on enrollment) of your choice during the semester. Come to that class with a list of issues/questions that you will use to facilitate discussion among your classmates. Briefly summarize the article – then ask provocative questions or provide unexpected insights

that will improve our understanding of the primary issues. Augment your discussion with visual material, exercises, etc. Google “leading class discussion” for pointers on how to keep the conversation going.

### **Qualitative Research Proposal**

You will write a 10-page qualitative research proposal (not including cover page, abstract, reference, table etc.). The proposal should be thought of as the front end of a manuscript you intend to submit to a conference or journal. It should include an introduction that describes a phenomenon you wish to explore qualitatively and why understanding it more deeply is necessary for both scholars and practitioners. It should describe literature and theories that you think a priori justify the need to conduct the research and may partially describe what might be going on within the phenomenon. This section will also include a phenomenon statement, research objective(s) and research question(s). Finally, the most important part will address methodology. In this section of the manuscript you need to justify the qualitative research approach as well as explain the steps you will follow. This method section must be detailed in data collection, sampling, and data analysis plans you have. At the end of the proposal, you will need to provide a timeline of procedure and a budget table.

The proposal will be evaluated on

- how well it complies with a solid premier journal manuscript style
- how precisely, clearly and forcefully an argument is made to study a specific phenomenon
- how accurately a tradition is chosen that aligns with the stated phenomenon, objectives and questions
- how thoroughly and appropriately antecedent literature is considered
- how well the tradition chosen is conceptualized and explained
- the potential relevance of the proposed project to scholars and or practitioners

### **Class Participation**

This graduate seminar demands significant participation by each and every student. I am quite hard on this requirement. At this level, I absolutely do not reduce my expectations by taking into account cultural traditions or backgrounds or social/personality styles. You absolutely must be able to make your point in a professional, courteous yet forceful manner. These points should be well thought out and supported by sound scholarly logic and if possible, the literature read in the course. Participation can take the form of asking good questions, helping to clarify points from the readings for other students, or making statements about the readings or research process.

Behaviors I do not like to see include:



- Sitting quietly through a class session rarely contributing to the discussion
- Contributing at a cursory or superficial level merely for the sake of saying something and often demonstrating a lack of effort in trying to understand the material
- Being rude to anyone else in the room (or authors of the class materials for that matter) by making judgmental comments about people as opposed to the ideas represented, cutting other people off when they are speaking, not being aware of cultural differences or program level differences when using terms, slangs or phrases
- Being unprepared to engage the material for each session