



Qualitative Research Methods

SOCI 4317-110, 10930

Spring 2021

Jan. 19, 2021 – May 14, 2021

Texas A&M University-Central Texas

This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Instructor: Dr. Anastacia Schulhoff

Email: aschulhoff@tamuct.edu

Office Hours: By appointment

Contacting Your Instructor:

The best way to contact me is through email (aschulhoff@tamuct.edu). I check my email every day between 9am-5pm during the week. Allow 24-48 hours for a response.

Accessing Canvas:

This course is 100% online course and uses TAMUCT Canvas learn system (<https://tamuct.Canvas.com>). Canvas is where you will find 100% of the information related to this course, including discussions, quizzes and exams. Monitor it for announcements every day, not just on the days things are due/assigned, since due dates may change due to unforeseen circumstances (ex: network outage).

Course Description:

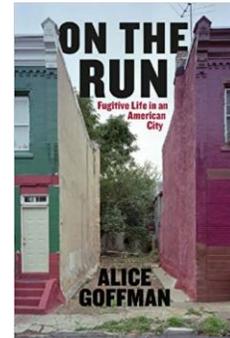
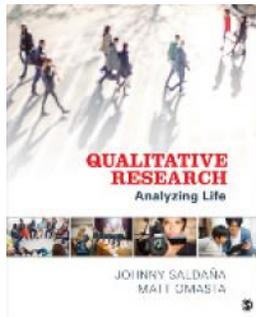
This course is designed to familiarize you with qualitative research methodologies in the social sciences, with a special focus on the discipline of sociology. There are two main goals that I hope you will achieve in this course. First, I expect you to become familiar with the theoretical underpinnings of qualitative methodology. Therefore, we will examine different types of qualitative methods and look at how researchers formulate qualitative research questions. We will also learn about the ethical concerns of conducting research with human subjects, and you will have the opportunity to become certified to carry out research. Second, you will become familiar with specific types of qualitative methods through hands on experience, specifically interviewing and ethnographic observation.

Learning Goals and Outcomes:

- Develop a broad understanding of qualitative methodologies.
- Learn the varied ways of crafting qualitative research.
- Engaging in practical hands-on exercises to draft a research question, interview guide, conduct, transcribe, and analyze an interview.
- Participate in class discussions about qualitative methods.
- Complete assignments that center upon research questions, interviewing and data analysis.
- Write a final research paper that uses qualitative methods and analysis.

Required Reading and Textbook(s):

- Saldana, Johnny and Matt Omasta. 2017. *Qualitative Research: Analyzing Life*. Sage Publications. 978-1506305493
 - Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. The University of Chicago Press.
 - Holstein, James and Jaber Gubrium. 1995. *The Active Interview*. Sage. 978-0803958951
- Other required reading materials listed on the syllabus will be available through our course Canvas page.



Course requirements:

Below is a description of the main activities for this online course. They include (1) reading assignments, (2) weekly online quizzes, (3) weekly discussion board postings and participation, (4) a reflection essay, (5) an annotated bibliography, (6) a final research paper, and (7) one final exam.

1. Reading assignments and other materials: Readings from the textbook are listed in the course schedule below and in the weekly Modules tab in Canvas. Students should complete the weekly readings before attempting to take a quiz or replying to a discussion board thread. I may also provide you with links to news articles or video clips in the weekly MODULE folders. You can find these files under the Modules tab in Canvas. Quizzes and exams may include questions on any of the readings, supplemental videos, and news articles.

2. Discussion Boards (DB): Each weekly unit contains a discussion board question. You can locate the “discussion board” by clicking on the tab entitled “discussion board” on the main page of our Canvas site or clicking on the link entitled “discussion board” in your Weekly Module folder. You will need to post a minimum of twice per week in the DB – (1) your initial post answering my question and (2) a response post to one of your peers. See below for details about these two required weekly DB postings.

Your original post addressing the weekly discussion question should be made no later than 5pm (CST) each Wednesday. Final postings commenting upon the initial discussion board response of your peers and answering anybody who posted to your initial response should be made no later than 5pm (CST) each Sunday -- late postings will not be given credit.

EVALUATION OF LEARNING:

Students will be evaluated through their participation in 1. reading assignments, 2. discussion boards, 3. hands-on qualitative methods assignments, 4. a final interview research paper, 5. and a final exam. Points are earned in the following ways and will be totaled at the end of the class based on the following scale.

1. **Reading assignments and other materials:** Readings from the textbook are listed in the course schedule below and in the weekly Modules tab in Canvas. Students should complete the weekly readings before replying to a discussion board thread. I may also provide you with links to news articles or video clips in the weekly MODULE folders. You can find these files under the Modules tab in Canvas. The final exam may include questions on any of the readings, supplemental videos, and news articles.

2. **Discussion Boards (DB):** You will have five discussion board questions to respond to, along with responding to two of your peers posts for the week. You can locate the “discussion board” by clicking on the tab entitled “discussion board” on the main page of our Canvas site or clicking on the link entitled “discussion board” in your Weekly Module folder. You will need to post a minimum of three times in the DB – (1) your initial post answering my question and (2) two response posts to your peers. See below for details about these two required weekly DB postings.

Your original post addressing the weekly discussion question should be made no later than 5pm (CST) each Wednesday. Final postings commenting upon the initial discussion board response of your peers and answering anybody who posted to your initial response should be made no later than 5pm (CST) each Sunday -- late postings will not be given credit.

Discussion board responses are evaluated on thoroughness, ability to think critically about the subject matter, and your ability to demonstrate mastery of the course material. USE SOCIOLOGICAL and QUALITATIVE METHODS TERMS and ideas from the textbook when writing your responses. Cite the page number where that information is found and what source it comes from.

Make sure not to plagiarize – use quotations and page number/author citations. Glib and non-critical discussion board responses will not receive credit Your weekly postings will be assessed by the following grading guidelines and, as you can see, this rubric heavily assesses the quality of your intellectual contributions to the discussion and your use/application of the course material. Both of which show me your mastery of the course material.

Weekly Discussion Posting Grading Criteria (Rubric)	Weekly Point Value
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	= 10
Meaningful Sociological Ideas: Ideas examine the topic from a sociological or qualitative methods perspective that contributes to the group understanding of the topic. Make sure to use course terms and definitions in your responses. If terms and definitions are not used, you will earn a zero for the entire discussion board post for that week.	3 up to 10
Message Coherence: Posts explain issues or meaningfully elaborates on the topic by using course material from that week and weeks prior. Make sure to edit your posts and write your ideas clearly and concisely.	3
Relevance of Replies to those who Responded to Initial Post: Responds in a scholarly and intellectually meaningful way to your peers who you are engaging with via your initial posts. If you use “I agree” or “I like” statements, you will earn a zero for this part of the post because this does not add to an intellectual discussion.	2
Relevance of Replies to Other Messages: Responses elaborates, contradicts, modifies, expands, or further explains the original message with information from the course readings, documentaries, and articles.	2

Students will participate in our course discussion board for 4 of the 16 weeks. There are 100 points in total for the discussion board posts (25 points each x 4 DB posts = 100 points).

3. **Hands-on Qualitative Methods Assignments:** Students will complete five (5) qualitative methods exercises to practice qualitative methods and to use material learned from the course readings. Each hands-on exercise is worth 50 points for a total of 250 points. Detailed directions will be provided at a later date for each hands-on exercise. Each is highlighted below:
1. Complete training and earn a CITI certificate in human subjects research
 2. Analysis 1 – Ethnographic observations
 3. Complete an interview schedule
 4. Conduct an interview and transcribe it
 5. Analysis 2 – coding and analyzing interview data

3. **Final Research Paper:** Choose a specific sociological question that uses qualitative methods. You will a. write up a sociological research question that can be answered using qualitative methods, 2. locate three peer reviewed research articles or books about the topic, 3. apply terms/theories/definitions to the qualitative data you collected and coded. This will be a six page, double-spaced 12-point Times New Roman academic APA, ASA, or MLA formatted completed research paper – data collection, analysis, and writing up your findings. You will need to construct a title and reference page which will not be counted in the six-page minimum writing requirement. You must use and apply sociological theory to your data when explaining your findings. Detailed instructions and a grading rubric will be posted at a later date. Your research paper is worth 100 points.

4. **Final Exam:** There is one final exam that covers readings, discussion boards, and any other supplemental material we engaged with during the semester. You can expect the format to be a combination of multiple choice, matching, and short essay questions. Once you open the exam you cannot close it or return to it later. You will need to complete the exam once it is opened, so be prepared to take the 2-hour exam at one time. The final exam is worth 100 points.

<i>Coursework</i>	
<i>Discussion boards (4 @ 25pts each)</i>	<i>100</i>
<i>Hands-on Qualitative Methods assignments (5 at 50 points each)</i>	<i>250</i>
<i>Final Interview Research Paper</i>	<i>150</i>
<i>Final exam</i>	<i>100</i>
<i>Total:</i>	<i>600</i>

<i>Percent</i>	<i>Grade</i>
<i>90 – 100%</i>	<i>A</i>
<i>80 – 89%</i>	<i>B</i>
<i>70 – 79%</i>	<i>C</i>
<i>60 – 69%</i>	<i>D</i>
<i>0 – 59%</i>	<i>F</i>

Posting of Grades

- All student grades will be posted using the Canvas grade book. Students should monitor their grade status in Canvas and read my corresponding comments about your work through this tool.
- I will post grades within 7-10 days after the due date. Some assignments, like papers or reflection essays and writing intensive discussion boards posts require much more personalized instructor feedback. These assignments could take longer to grade.

Grading Policies:

Makeup policy

This is a 100% online course. You are responsible for managing your time to make sure you complete all assignments on time. ****There are no make-ups for discussion posts, exams, papers, or quizzes.**** If a student misses an exam or assignment due to illness, injury, something out of their control they must 1. provide documentation (doctor's note, police report, etc etc.), 2. must notify me as soon as possible of intent to take a make-up exam or assignment, and 3. prepare to make-up the assignment within one week of the excused absence. Students who miss an assignment with no university excused absence will receive a zero on that assignment. If the student foresees that s/he will be unable to complete the course, then s/he should drop the course or accept the posted grade.

Drop Policy

If the student wishes to drop this class, s/he must go to the Records Office and ask for the necessary paperwork. **Professors cannot drop a student from a class roll; this is always the responsibility of the student.** The Records Office will provide a deadline date for which the form must be returned, completely signed by the student. The student should attend class until

the procedure is completed in order to avoid penalty for absences. Should the student miss the deadline or fail to follow the procedure, she will receive a grade of F for the course.

Academic Honesty

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.ct.tamus.edu/StudentConduct.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case-by-case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring

support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library](#)

[website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

COURSE CALENDAR

Week 1. Jan 19 – Jan 24 Introduction

Read: Saldana and Omasta chapter 1

Complete: Discussion board 1

Week 2. Jan 24 – Jan 31

Watch video about qualitative methods -

<http://methods.sagepub.com/video/srmpromo/xbKaT0/introduction-to-qualitative-research-methods>

Begin CITI for Social-Behavioral-Educational (SBE). <https://about.citiprogram.org/en/homepage/>

Week 3. Jan 31 – Feb 7 The field site

Read: Saldana and Omasta chapter 2

Complete: CITI Certificate

Week 4. Feb 7 – Feb 14 Documents, artifacts, and digital materials

Read: Saldana and Omasta chapter 3

Complete Discussion board 2

Week 5. Feb 14 – Feb 21 Preparing and analyzing interviews

Read: Saldana and Omasta chapters 4 and 5

Complete: Hands-on qualitative methods exercise #1 - Ethnographic observations

Week 6. Feb 21 – Feb 28 Active interviewing

Read: Holstein and Gubrium chapters 1-4 (pgs. 1-37) In: The Active Interview

Goffman prologue, preface, and introduction

Complete: Discussion board 3

Week 7. Feb 28 – March 7 The active interviewer

Read: Holstein and Gubrium chapters 5-8 (pgs. 38-80) In: The Active Interview, Goffman chapter 1

Week 8. March 7 – March 14 Methodological frameworks

Read: Saldana and Omasta chapter 6

Goffman chapter 2

Complete: Interview schedule hands-on exercise – due Sunday by 5pm CST

Spring Break is March 14 - 21, 2021



Week 9. March 21 – March 28 Research design

Read: Saldana and Omasta chapter 7

Goffman chapter 3 and 4

Week 10. March 28 – April 4 Ethical concerns in qualitative research

Read: Saldana and Omasta chapter 8, Goffman chapter 5

Complete: Discussion board 4

Week 11. April 4 – April 11 Analysis: Condensing, patterning, unifying

Read: Saldana and Omasta chapter 9

Goffman chapter 6

Complete: Conduct an interview and transcribe it – Due Sunday, 5pm (CST)

Week 12. April 11 - 18 Analysis: Interpreting and theorizing

Read: Saldana and Omasta chapter 10

Goffman chapter 7 and conclusion

Complete: Analysis exercise #2 – coding and analyzing interview data - Due Sunday, 5pm (CST)

Week 13. April 18 - 25 Writing qualitative research

Read: Saldana and Omasta chapter 11

Begin writing your final paper.

Week 14. April 25 – May 2 Analytic presentation

Read: Saldana and Omasta chapter 12

Week 15. May 2 – May 6 Exit and closure

Read: Saldana and Omasta chapter 13

Goffman's epilogue

Final Research Paper due Sunday, 5pm (CST)

Finals week – May 6 – 14

Final exam due no later than May 14th, 5pm (CST)

The instructor reserves the right to change the course schedule and readings at any time.