

**Texas A & M University – Central Texas**  
**SOCI 4317/ANTH 4317 Qualitative Research Methods**  
**Fall 2023**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Available by appointment. Contact me through email and I will respond within 24 hours.

E-mail: dietert1@tamuct.edu

Class Location and Time: August 28<sup>th</sup> – December 15<sup>th</sup> (16 weeks) – Class Location: FH 208 on Wednesdays from 2:00pm to 4:45pm.

Use this link to access this course: ***This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].***

### Required Texts

#### Main Textbook

Saldana, Johnny, and Matt Omasta. 2022. *Qualitative Research: Analyzing Life*. Sage Publications. (978-1-5443-7288-4)

#### Critical Book Review

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. The University of Chicago Press. (978-0226275406)

#### For Referencing (Required)

American Sociological Association. 2022. *American Sociological Association Style Guide (7<sup>th</sup>)*. American Sociological Association Publisher. (978-0-912764-58-0)

#### Additional Readings

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 E-Reserve page while some material will be uploaded in Canvas under the assignment tab.

Below is the e-reserve information.

- SOCI 4317, Fall 2023
- Qualitative Research Methods
- Password: 4317
- Use this link to gain access to the readings [https://tamuct.libguides.com/er.php?course\\_id=91471](https://tamuct.libguides.com/er.php?course_id=91471)

Also, this is a great e-reserve tutorial that you can view just in case you have not used e-reserve before or need a refresher:

- <https://tamuct.libwizard.com/f/ereserve2>

**Course Description:** This course will provide students with an understanding of the methodological approaches we commonly think of as qualitative research methods, with special emphases on various types of interviewing, observation techniques, ethnographic field-based methods, and content analysis. Students will learn both the techniques of qualitative research and engage in philosophical, ethical, and theoretical conversations around qualitative methods. The course will explore issues of research ethics as they pertain to qualitative research in the social sciences as well as the history and epistemological basis of qualitative research methodology. Students are encouraged to take SOCI 4316 or an equivalent research methods course before or in conjunction with this course.

**Course Objectives:** The primary objective of this course is to introduce students to the intellectual and pragmatic issues concerning qualitative research methods in the social sciences. Students will be able to:

1. Understand qualitative research in the social sciences, including data collection techniques, analysis, writing, and presenting qualitative material.
2. Discuss the epistemological position of qualitative methods and review the various areas in sociology where qualitative work has been most effective.
3. Examine the ethical responsibilities of qualitative researchers in light of the much closer contact with “subjects” and “informants” than in other areas of research.
4. Think collectively and critically about qualitative research, including the ability to locate and assess the quality of published qualitative studies.
5. Identify the professional norms and styles for writing and presenting qualitative research findings.

### **Class/Instructor Policies**

**Enrollment in a Social Science Course:** I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a social science course, you should try to analyze various topics with an objective point of view. Therefore, in this course, you are challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor’s role to tell the student what to think. The student’s responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

**Late Work:** When you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

**Additional Help:** If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

**Incomplete Grades:** I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

### **Attendance and Participation**

Attendance and participation are very important. One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings before class and offering substantive insights and comments during class discussions. I will hand out an attendance sheet before each class. Please make sure that you sign in because you will not be allowed to sign in after the fact. You will earn points for attendance so please see specific details under the Course Requirements section of this syllabus.

### **Other Relevant Issues**

- If you have to leave early, please let me know before class begins.
- Please do not come to class late. Not only does this cause disruption but coming in late is disrespectful to the professor and your classmates.
- If you do not sign in for a particular day, I will not allow you to come back later to sign the attendance sheet. It is your responsibility to sign in when you attend class.
- **Please put your phones away during class.** No texting or playing on social media while class is in session. Please do not listen to music while sitting in my class. I will ask you to leave the class and you will not earn attendance credit.
- **You can use your computer for class related tasks like taking notes, etc.**

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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## University Policies/Services

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

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information,** please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

### Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

**ADA Access and Accommodations:** Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click

the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](https://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](https://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

### 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. 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), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

### Drop Policy

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments)

[https://tamuct.libcal.com/appointments]. 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 workspaces, 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](https://tamuct.libguides.com/index)

[https://tamuct.libguides.com/index]

### **University Writing Center**

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. 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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## OTHER 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 Wellness and 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/reporting.php?TAMUCentralTexas) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **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/] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

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



## Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

## Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

## Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu)

Phone: (254) 519-5466

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

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

## Important University Dates

Important university dates can be found at: <https://www.tamuc.edu/registrar/academic-calendar.html>

## The Use of Artificial Intelligence (AI)

**The use of artificial intelligence (AI) to create, develop, or inspire any work is considered an act of plagiarism and is prohibited. Although AI technology is constantly advancing and exciting, it has no place in education and learning. This is because relying on AI prevents us from learning from our experiences and each other, exercising our creativity, solving problems, and contributing our ideas in an authentic manner. In essence, college is a place for learning, and this particular course is dedicated to enhancing our writing skills, a task that AI is simply incapable of performing.**

**Embedded in Canvas is turnitin, which detects plagiarism and AI text. If AI is detected for any assignment, you will initially receive a zero. However, I will allow you to resubmit the assignment to earn all possible points. To avoid any issues, I suggest not using AI because doing so will save us both time. If you have any questions, please let me know.**

## Course Requirements

- 1. Quizzes (6 Quizzes X 25 pts each = 150 total points):** Students will take 6 quizzes at regular intervals throughout the course. Quizzes are each worth 25 points each. Quizzes will cover material from your Saldana and Omasta (2022) textbook. On weeks when you have a quiz, you should first complete the readings and take notes. Prepare and manage your time

wisely; you will not be able to re-take a quiz, nor can you re-open a quiz once you have started it. Quizzes will be available **Thursday at 8:00am and is open until Sunday at 11:59pm. You will have one hour and 15 minutes (75 minutes) to complete your quiz.**

2. **Methods Exercises (5 Exercises X 50 pts each = 250 total points):** Students will complete 5 methods exercises in order to practice and apply information from the readings. The following are your exercises. Please find the instructions for these assignments *beginning on page 12* your syllabus and in Canvas under the assignment tab.
  - a. **Exercise 1** - Earning a CITI certificate in human subjects research. You will find directions on how to access and complete the CITI training for students located in Canvas under the Exercise 1 assignment tab (**Due by Sunday September 17 by midnight**)
  - b. **Exercise 2** - Analysis 1 – analyzing spaces and objects in their surroundings (**Due by Friday September 29 at midnight**)
  - c. **Exercise 3** - Conducting an interview (**Due by Friday October 20 by midnight**)
  - d. **Exercise 4** - Ethics essay – applying ethical principles to a hypothetical research situation (**Due Friday November 3 by midnight**)
  - e. **Exercise 5** - Analysis 2 – coding and analyzing interview data (**Due Friday November 17 by midnight**)
3. **Critical Review for *On the Run* (100 points):** Please find the instructions for this assignment *beginning on page 16* of your syllabus and in Canvas under the assignment tab. Your final paper is due by Wednesday December 12 at midnight.
4. **Attendance (70 points):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 14 times. You will earn 5 points per day. Therefore, total number of attendance points that you can earn is  $14 \times 5 = 70$  points. I consider all absences legitimate so I do not differentiate by labeling some types as excused and others unexcused; all absences are counted the same way. Please note: If you miss a class, you are responsible for getting notes or other materials from other students in the class. **If you come in late to class, you will not be allowed to sign in at the end of class. No exceptions.**

**\*\*ALL GRADING RUBRICS ARE LOCATED AT THE END OF THIS SYLLABUS\*\***

### Grading Scale

- A = 513 – 570 (Excellent)
- B = 410 – 512 (Better than Average)
- C = 286 – 409 (Average)
- D = 171 – 285 (Below Average)
- F = 170 and below (Failing)

## Tentative Course Schedule

### **WEEK 1:– Introduction to the Course**

**Wednesday August 30**

#### **Readings:**

- Chapter 1 (Saldana and Omasta): Introduction: Analyzing Life

**Quiz 1 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.**

### **WEEK 2: Introduction of Sociological Research**

**Wednesday September 6**

#### **Readings:**

- Introduction to Sociological Research (<https://openstax.org/books/introduction-sociology-2e/pages/2-introduction-to-sociological-research>)
- Begin work on Exercise 1 for Social-Behavioral-Educational (SBE) basic course.

### **WEEK 3: Field Sites**

**Wednesday September 13**

#### **Readings:**

- Chapter 2 (Saldana and Omasta): Analyzing Field Sites

**Complete Exercise 1: CITI Certificate by Sunday September 17 by midnight**

### **WEEK 4: Documents, Artifacts, Visual Images, Digital Materials**

**Wednesday September 20**

#### **Readings:**

- Chapter 3 (Saldana and Omasta): Analyzing Documents, Artifacts, Visual Images, and Digital Materials

**Quiz 2 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.**

### **WEEK 5: Preparing and Analyzing Interviews**

**Wednesday September 27**

#### **Readings:**

- Chapter 4 (Saldana and Omasta) : Analyzing Interviews: Preparing, Conducting, and Transcribing
- Chapter 5 (Saldana and Omasta): Analyzing Interviews: Condensing and Coding

**Complete: Exercise #2 – Analysis by Friday September 29 by midnight**

**WEEK 6: Active Interviewing****Wednesday October 4****Readings:**

- Holstein and Gubrium (1995) – Read Chapters 1-4 (pages 1-37) in *The Active Interview*
- Goffman (2014) – Read the prologue, preface and introduction in *On the Run*

**WEEK 7: Active Interviewing cont.****Wednesday October 11****Readings:**

- Holstein and Gubrium (1995) - Read Chapters 5-8 (pages 38-80) in *The Active Interview*
- Goffman (2014) – Read Chapter 1

**\*\*If you would like me to take a look at your interview questions before you conduct the interview, please let me know. You do not want to wait until the last minute because you will need time to transcribe your interview data.\*\***

**WEEK 8: Wednesday March 9 – Methodological Frameworks****Wednesday October 18****Readings:**

- Chapter 6 (Saldana and Omasta): Analyzing Qualitative Methodologies
- Goffman (2014) – Read Chapter 2

**Complete:** Exercise #3: Conduct an Interview by Friday October 20 at midnight

**Week 9: Research Design****Wednesday October 25****Readings:**

- Chapter 7 (Saldana and Omasta): Analyzing Qualitative Research Design
- Goffman (2014) - Read Chapters 3 and 4

**Quiz 3 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.**

**Week 10: Ethical Concerns in Qualitative Research****Wednesday November 1****Readings:**

- Chapter 8 (Saldana and Omasta): Analyzing Research Ethics
- Goffman (2014) - Read Chapter 5
- E-Reserve - Glesne and Peshkin “But is it Ethical?” Pgs. 109-125 In: *Becoming Qualitative Researchers*

**Complete:** Exercise 4: Ethics Essay by Friday November 3 at midnight

**Week 11: Condensing, Patterning, and Unifying**  
**Wednesday November 8**

**Readings:**

- Chapter 9 (Saldana and Omasta): Analysis to Synthesis: Condensing, Patterning, and Unifying
- Goffman (2014) - Read Chapter 6
- E-Reserve - Marshall and Rossman Chapter 5 “Managing, Analyzing, and Interpreting Data.” In: *Designing Qualitative Research*, 4<sup>th</sup> edition

**Quiz 4 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.**

**Week 12: Interpreting and Theorizing**  
**Wednesday November 15**

**Readings:**

- Chapter 10 (Saldana and Omasta): Analysis to Synthesis: Understanding, Interpreting, and Theorizing
- Goffman (2014) - Read Chapter 7, Conclusion, Epilogue

**Complete:** Exercise 5: Analysis exercise #2 – Coding an analyzing interview data by Friday November 17 by midnight

**Week 13: HOLIDAY WEEK ☺**  
**Monday November 20 – Sunday November 26**

**Week 14: Writing Qualitative Research**  
**Wednesday November 29**

**Readings:**

- Chapter 11 (Saldana and Omasta): Analytic Write-Ups

**Quiz 5 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.**

**Week 15: Presentations and Professional Development**  
**Wednesday December 6**

**Readings:**

- Chapter 12: (Saldana and Omasta): Analytic Presentations and Professional Development

**Quiz 6 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.**

**Week 16: Finals Week****Monday December 11 – Friday December 15**

- **Critical Review for *On the Run* Due on Tuesday Dec 12 by midnight.**

**\*Professor reserves the right to amend this syllabus at any time.**

## Qualitative Methods Exercises

**Exercise #1 – Complete your CITI and upload their certificate.** If you have already completed a CITI training and it has not expired, you will need to upload your certificate into Canvas. If you have completed the training but it has expired, you will need to take the refresher course and upload the updated certificate to Canvas. *To begin and complete your CITI training, the instructions are included in Canvas under the Exercise #1 assignment tab.*

**Exercise #2 (Analysis 1) - Analyzing spaces and objects in their surroundings** - Here are the instructions.

- This exercise asks you to analyze a public space and the artifacts (Saldana and Omasta – Chapter 2 on Analyzing Field Sites).
- Choose a place where you can easily hang out and be an **unobtrusive observer**. Spend 90 minutes in that space.
- Resist the urge to be on your phone to pass the time and, instead, get out a notebook and record what happens in the space. Use jottings (see pg. 35 of Saldana and Omasta) rather than write out everything that happens word-for-word. You can use your phone to subtly take photos of the space and artifacts within it. Be mindful of others' privacy when you do so.

Things you can record for Exercise 2:

- Be sure to take notes on the items in the room and the patterns that play out as people interact in that space. (Of course, do your best to be subtle and not stare at people.)
- Take photos of the space and some of the more meaningful items in it. OR you can make sketches of these things. Draw a map of the room(s) to help you remember how the space was laid out.
- Pages 64-70 from Saldana and Omasta (2022) focuses on belonging, symbols, processes and extensions when analyzing artifacts:
  - Note the assemblage of objects and their "belonging." What is the logic behind how these items go together?
  - Look for symbols and, if the opportunity arises, ask someone about their meaning. (It is better to ask people who are normally in that space rather than visitors.)
  - Identify processes. What actions take place in this space and using the material items in it?
  - Finally, think about extensions: If these walls could talk, what would they say about the people who occupy this space regularly?
- **Your assignment should include a reference page.** When you define and provide information in your analysis regarding belonging, symbols, processes and extensions, you will want to cite this information in your assignment using ASA. This is very important because you will earn points for properly citing.

When you complete your 90 minutes in the space, go home or to a quiet place where you usually study to perform your analyses. In order to write up your findings, begin on page 43 to help with you analysis.

You will submit one paper that contains your photos, sketches, and written analyses of the space and artifacts you observed. Be sure to organize your submission so that your reflections on the four analytic frames (belonging, symbols, processes, extensions) are each clearly described.

### **Exercise 3 - Conducting an Interview (refer to chapter 4 for interviewing)**

For the purposes of this exercise, you will conduct a semi-structured interview. As pointed out in your textbook, “these interviews have a degree of structure but also offer researchers significant latitude to adjust as needed; researchers make such adjustments as a result of their during-interview analysis” (Saldana and Omasta 2022:82).

For your interview, you will need to develop a detailed list of questions that covers your topic to discuss with your participant. You will want your questions to be presented in a coherent, logical order.

The recorded interview should last for around 15-20 minutes.

After you have recorded your interview, you will want to transcribe the data in a Word document. You will turn in your transcribed interview to me through Canvas.

**\*\*If you would like me to take a look at your interview questions before you conduct the interview, please let me know. You do not want to wait until the last minute because you will need time to transcribe your interview data.\*\***

### **Exercise 4 - Ethics Essay**

Using and citing the readings we did on ethics in qualitative research, write an Op-ed responding to the following article/book review: <https://newramblerreview.com/book-reviews/law/ethics-on-the-run> (you can cut/paste this link into your web browser). This book review was written by Lubert (2014) who is a law professor and not intimately acquainted with issues of qualitative research in the social sciences.

**\*When you write your Op-ed, make sure that you also cite Lubert (2014) using ASA. If you have questions, please let me know.**

**You can find more information on how to write an op-ed at the following link:**

<https://writingcooperative.com/writing-op-eds-f54af509c76a>

Your submission should be at least 1,000 words and done in the style of an opinion piece that is backed up (using citations in ASA) with scholarly work. You need only to refer to the readings on our syllabus to do this assignment.



**Exercise 5 - Analysis 2 – coding and analyzing interview data**

You will be using five of the interview transcripts we created earlier in the semester (from Exercise 3 – Conducting an Interview), which means there are five total transcripts to code. (Remember, research projects frequently have 20-50 of these!)

Using all transcripts, complete the following analytic tasks:

(1.) Within each transcript, identify and highlight 4-5 different codes AND (2.) write memos along the way using the comment feature in Word.

(3.) Choose at least one transcript and craft one meta-memo (about 400 words, see the example on page 229, 240 of your textbook).

You will turn in your coded and memo'ed transcripts, and a meta-memo.

## **CRITICAL REVIEW FOR ON THE RUN**

For your final paper in this course, you will write a Critical Review of the Goffman (2014) book *On the Run*. This paper will be worth 100 points.

You should be able to complete this assignment with minimal engagement with literature outside the parameters of the course. However, you may find it necessary to bolster or support a claim by citing some piece of literature that exists beyond our syllabus.

Final paper format:

- Approximately 5 – 6 pages or 1250-1500 words.
- Standard 12-point font and 1” margins
- No cover page
- Number all pages
- Use subheadings where necessary to aid organization
- Provide a reference page, located at the end of your critical review
- Use ASA referencing

Below are detailed instructions in case you have not written this kind of review before. These instructions are reproduced from Texas Wesleyan University’s book review guidelines<sup>1</sup>, with some customization from your professor (final critical review format).

### **How to Write a Critical Book Review**

A book review is more than a book report or summary of a book’s contents. A review is a critical essay evaluating the merits of an academic work. The purpose is to show that you thought deeply and critically as you read the book.

The process of writing a book review can be broken down into three main stages: as you read; as you prepare to write; and, as you write. With each stage there are a series of questions and factors to consider as you work on your review. Many of these issues are interrelated, but in this guide they are broken up to make them easier to understand.

### **STAGE ONE: AS YOU READ**

You should consider the following issues while you are reading the book to help you better evaluate it. Make notes as you read, so you will not forget your observations or have to go back and hunt for references. Consider some of the following:

- Purpose/Thesis: What was the author’s purpose in writing the book?
- Sources: What types of sources does the author utilize in presenting the thesis? How are the author’s sources incorporated into the narrative? Do you think she has tapped all the major sources available or are there omissions?
- Contextualization: How well does the author explain the wider context of the events or developments she is discussing? Is the book narrowly focused or does the author try to connect to wider developments?

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<sup>1</sup> Source: Texas Wesleyan University student resources at <https://txwes.edu/media/twu/content-assets/documents/history/CriticalBookReviewGuide.pdf>

- **Style:** is the book well written? Is it easy to understand? Does it flow well? Is the writing dense and heavy with jargon, making it hard to grasp? Does the author show a flair for effective writing that goes beyond simple communication? Does the writing make the book more interesting?
- **Author's background:** Look into the author's qualifications and experience. Use the web and the West Library catalogue to explore what other works the author has produced and what topics they have addressed.

## **STAGE TWO: AS YOU PREPARE TO WRITE**

Once you've read the book and thought about it, you should start developing the main parts of your review before you start writing. Think about the following elements and how to include them in your essay. Then you should make a plan laying out the main points in the introduction, description of the book, critical review, and conclusion of your paper.

This is what you will do:

- **Profile:** Articulate the author's thesis/argument in a clear and concise way. This will be roughly one paragraph in length and should not be a summary of the different sections or chapters. Rather, you should concentrate on the author's central intention behind the book to find an effective way to sum up the work for your reader.
- **Major Points/Themes:** Look back through your notes to pull out your most important observations—this may help you to find a central argument or theme for your review. Essentially your points are related to the evidence the author uses to support his thesis. Did a particular chapter or idea, for example, use evidence that supported the thesis? As you think about the main points that you want to make, consider what would be the most effective order in which to present them. If you consider the book successful, for example, you might want to present the parts you considered the most effective. You should also think about how you will support your points, as you do in any other essay. Look for specific examples and short, effective quotes that could illustrate your ideas, or think about how to summarize sections of the book to support your critique. You need to substantiate and illustrate any claims that you make, using ASA as you cite the information.
- **Theme:** Your review needs a central argument. In this case it's whether the author has successfully accomplished his or her purpose in writing the book. Considering the author's purpose in writing/thesis/argument, did you find the work generally successful, partially successful, flawed, etc?

## STAGE THREE: WRITING YOUR FINAL CRITICAL REVIEW

### Book Review Format

The book review should be no more than 5 – 6 pages or 1250-1500 words.\* When writing your paper, please organize and **use the following headings (Introduction, Brief Description, Critical Review, Closing Comments and Reflections)**:

#### 1. Introduction

Please provide **about one page** that introduces the book. Please include the following:

- In your introduction, briefly introduce the theme or topic of the work generally and the author's purpose in writing/thesis/argument. You will want to articulate the author's thesis/argument in a clear and concise way.
- The degree to which the author accomplishes that purpose **is the thesis of your review** (you can also elaborate a bit more in your final closing comments and reflections).
- Briefly say something about the author's qualifications. This should not be a biography of the author but a concise explanation of the author's background, and those things qualifying him or her to write this work.

#### 2. Brief Description of the Book

- Please provide **around ½ to one page** focusing on a basic description of the book. In addition, provide a concise profile of the book's sources. Consider the types of sources the author utilizes in presenting her purpose in writing/thesis/argument. For example, does she rely on primary and secondary sources and how are the sources incorporated into the narrative?
- Before going into the critical review, briefly tell the reader what major themes/points you will be discussing in your critical review. When constructing your themes/dialog, feel free to also use the Saldana and Omasta (2022) textbook as well as *The Active Interview* by Holstein and Gubrium (1995). Finally, reflect back on your notes taken during stage one and stage two of this writing assignment.
- Next, go directly into your Critical Review section of the paper. Discuss your themes/points in an organized manner.

#### 3. Critical Review

- This critical review should be about **2-3 pages** long. Give your own critical assessment of your chosen themes/points outlined in the Goffman (2014) book. **Be sure to refer back to the Goffman (2014) book as well as Saldana and Omasta (2022) and Holstein and Gubrium (1995) (if needed) to support your chosen themes/dialog. When you cite, you must use ASA.**

#### 4. Closing Comments and Reflections

- This should be **one half to one page** in length. Wrap up your central argument. In this case, it's whether the author has successfully accomplished her purpose in writing the book. Considering the author's purpose in writing/thesis/argument, did you find the work generally successful, partially successful, flawed, etc? Ideally, it should leave your reader with something to reflect on and a sense of whether or not you consider the book a success. **Notice that opinion is not mentioned. Whether you liked the book is inconsequential.** You are writing a critical review, not an op-ed.

- When wrapping up your central argument, you can also go back and integrate any of the themes that you discussed in your critical review to make your point.

**5. Reference Page – List all citations in ASA.**

You must include a reference page with your citations. Please use ASA in order to earn all points.

**\*Keep in mind that each page should be around 250 words per page, using 1 inch margins.**

## Exercise 2 - Analysis 1 – Analyzing Spaces

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3-6 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (7-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
<b>Proper Referencing Format (ASA format)</b>	Referencing not used in assignment where appropriate (0 - 2 pts)	Minimal use of referencing in assignment where appropriate (3-6 pts)	Good/average use of referencing in assignment where appropriate (7-9 pts)	No referencing errors in assignment (10 pts)
<b>Photos and Sketches Included</b>	Photos and/or sketches NOT included (0 pts)			Photos and/or sketches included (10 pts)
<b>Organization - Written Analyses Using the Four Analytic Frames (belonging, symbols, processes, extensions)</b>	Written analysis does not include the four analytic frames (0-2 pts)	Written analysis includes two of the analytic frames (3-8 pts)	Written analysis includes three of the analytic frames (9-15 pts)	Written analysis includes all four of the analytic frames (16-20 pts)

### Exercise 3 – Conduct an Interview

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Content - length of the interview (between 15-20 minutes)</b>	Interview is not developed (0 – 8 pts)	Interview is minimally developed (9-16 pts)	Interview is averagely developed (17-24 pts)	Interview is exceptionally developed (25 pts)
<b>Interview questions are presented in a coherent, logical order</b>	Interview questions are not presented in a coherent, logical order (0 – 8 pts)	Interview questions are minimally presented in a coherent, logical order (9-16 pts)	Interview questions are averagely presented in a coherent, logical order (17-24 pts)	Interview questions are exceptionally presented in a coherent, logical order (25 pts)

### Exercise 4 - Ethics Essay

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3-6 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (7-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
<b>Proper Referencing Format (ASA format)</b>	Referencing not used in essay where appropriate (0 - 2 pts)	Minimal use of referencing in essay where appropriate (3-6 pts)	Good/average use of referencing in essay where appropriate (7-9pts)	No referencing errors in essay (10 pts)
<b>Op-ed is logically organized as an argument</b>	Op-ed is not logically organized as an argument (0-2 pts)	Op-ed is minimally organized as an argument (3-8 pts)	Op-ed is averagely organized as an argument (9-14 pts)	Op-ed is exceptionally organized as an argument (15 pts)
<b>Writing in the op-ed is direct, convincing and based on facts</b>	Writing is not direct, convincing and based on facts (0-2 pts)	Writing is minimally direct, convincing and based on facts (3-8 pts)	Writing is averagely direct, convincing and based on facts (9-14 pts)	Writing is exceptionally direct, convincing and based on facts (15pts)



### Exercise 5 - Analysis 2 – Coding and Analyzing Interview Data

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Craft at least one meta-memo (about 400 words)</b>	Meta-memo <i>not</i> accurately developed (0 – 2 pts)	<i>Minimal</i> development of meta-memo (3-6 pts)	<i>Average</i> development of meta-memo (7-9 pts)	<i>Exceptional</i> development of meta-memo (10 pts)
<b>Manuscript 1 – identify and highlight 4-5 different codes AND write memos</b>	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
<b>Manuscript 2 – identify and highlight 4-5 different codes AND write memos</b>	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
<b>Manuscript 3 – identify and highlight 4-5 different codes AND write memos</b>	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
<b>Manuscript 4 – identify and highlight 4-5 different codes AND write memos</b>	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
<b>Manuscript 5 – identify and highlight 4-5 different codes AND write memos</b>	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)

### Grading Rubric for Goffman's (2014) Critical Book Review

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b> 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 3 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (4-7 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (8-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
<b>Introduction</b> 15%	Does not clearly develop an introduction (0-5 pts)	Minimal development of introduction (6-10 pts)	Average development of introduction (11-14pts)	Accurate development of introduction (15 pts)
<b>Brief Description of Book</b> 15%	Does not clearly develop a brief description of the book (0-5 pts)	Minimally develops a brief description of the book (6-10 pts)	Averagely develops a brief description of the book (11-14 pts)	Accurately develops a brief description of the book (15 pts)
<b>Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate</b> 40% (using ASA)	Does not clearly develop the critical review (0-12 pts)	Minimally develops the critical review (13-25 pts)	Averagely develops the critical review (26-39 pts)	Accurate development of the critical review (40pts)
<b>Closing Comments and Reflections</b> 20%	Does not clearly conclude arguments and critiques (0-6 pts)	Minimally concludes arguments and critiques (7-13 pts)	Averagely concludes arguments and critiques (14-19 pts)	Accurately concludes arguments and critiques (20pts)