



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

COMM 5053-102: Introduction to Qualitative Research Methods

Note: The information on the site location and hours below is for informational purposes **only**. Out of an abundance of caution, this course will be held online using platforms and methods listed below. This course will count as face-to-face for students who complete the required assignments and modules.

Course Description:

This course concerns the range of qualitative empirical methods employed in the social sciences, especially communication. Sample methods covered in this class include ethnography of communication, participant observation, various types of interviews, grounded theory, discourse analysis, conversation analysis, content analysis, and ethical issues.

Class Dates, Location and Hours:

Dates: September 18 – 20 & 25 – 27, 2020
Last day to enroll or drop without penalty: August 20, 2020
Format: Combination of Zoom and Canvas

Site Director and Information for VA Purposes:

Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Email: apokc@ou.edu. Phone: 405-271-4522.

Professor Contact Information:

Course Professor: Elaine Hsieh, Ph.D., J.D.
Mailing Address: OU – Department of Communication
Burton Hall, #220
Norman, OK 73019
Telephone Number: (405) 325-3154
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Email Address: ehsieh@ou.edu
Webpage: <http://elainehsiehpht.net>
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.
2. Singer, M. (2000). *Dark Days* M. Singer;
https://www.amazon.com/gp/video/detail/B006M6NLR0/ref=atv_dp_share_cu_r
3. Materials posted on the OU Canvas system: Access Canvas at <https://canvas.ou.edu/>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.
 - a. Detailed Syllabus and reading schedules. (Materials will be available by August)
 - b. Additional readings (e.g., journal articles). (Materials will be available by August)
 - c. PowerPoint Slides for course lectures. (Please check the PowerPoint Slides 3 days before the course dates).

Course Objectives:

This course concerns the range of qualitative empirical methods employed in the social sciences, with emphasis on data collection and analysis related to communication. This course aims to equip you with various qualitative theories that allow you to choose the best method to analyze and theorize your data. In other words, this course is designed with both theoretical and practical objectives in mind.

Course Topics:

1. The concept of culture, the native's point of view, and the importance of these to the objectivity of the phenomena and the capacity to generalize.
2. Ethnographic studies and fieldwork
3. Ethnography of Communication
4. Role as a Researcher and research ethics
5. Interviews as Research Methods
6. The Validity of Personal Narratives
7. Discourse Analysis
8. Conversation Analysis
9. Content Analysis
10. Grounded Theory Approach
11. Evaluating Qualitative Studies

Course Outline:

September 18, 2020 (Friday): Culture; Phenomenology

Readings:

Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.

Chapters: 1-3

Classic readings:

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus and Giroux.

Questions:

- What is culture? How is culture defined in this class?
- How does culture influence an individual's everyday life? How does culture influence an individual's (a) illness experience, (b) understanding of his/her body, and (c) everyday practices?
- **How are culture and language related to each other? How do our language practices reflect our cultural values and worldviews? Provide a couple of examples.**
- Why is language (and linguistic metaphors) an important way for individuals to make sense of their experiences? Provide examples.
- How do people use language to construct *social reality*? Is social reality *real*? In what sense is it real?
- What's the relationship between reality and language? Can reality exist without language?

- **How are the Self and the Other defined in this class? Why are these two concepts important? Why is it important to understand how the self and the other are constructed?**
- What are the various ways that the self can be constructed? What does it mean that self is an embodied identity, has social and moral significance, is embellished with histories, and creates meanings to identities?
- How is culture related to health behaviors?
- Why is personal narratives (e.g., illness stories) important to individuals' access to power and resources? Why is "storytelling" important to individuals' management of everyday life?

September 19, 2020 (Saturday Morning): Ethnography, Validity of Qualitative Research, (and Research Ethics)

Readings:

Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.

Chapters: 4-5, 10

Classic readings:

Scheper-Hughes, N. (1992). *Death without weeping: The violence of everyday life in Brazil*. Berkeley: University of California Press.

Crandon-Malamud, L. (1991). *From the fat of our souls*. Berkeley: University of California Press.

Questions:

- **If ethnographic methods can be understood as an ideology, how would you describe the fundamentals and essentials of this approach?**
- What are the strengths and weaknesses of ethnographic methods?
- How should a research position himself/herself in the field? Does timeline makes a differences?
- What are the appropriate relationships between a researcher and the participants? What are the factors that may influence the relationship?
- **What is reliability and validity in research studies? Do qualitative and quantitative studies have different understanding of the concepts? In what way?**
- **How should reliability and validity in qualitative studies be understood? What other ways do researchers try to address the concepts of reliability and validity in qualitative studies? How can you ensure or improve the reliability and validity of your study/findings?**

September 20, 2020 (Saturday Afternoon): Asking Questions

Readings:

Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.

Chapters: 6-7

Sample Studies posted on Canvas:

Brashers, D. E., Neidig, J. L., Haas, S. M., Dobbs, L. K., Cardillo, L. W., & Russell, J. A. (2000). Communication in the management of uncertainty: The case of persons living with HIV or AIDS. *Communication Monographs*, 67(1), 63-84.

Charmaz, K. (1994). Identity dilemmas of chronically ill men. *Sociological Quarterly*, 35(2), 269-288.

Questions:

- **What are the different types of interviews that people employ in qualitative studies? Compare the strengths and weaknesses of different types of interview methods.**
- What are the different formats of interviews?
- What are the different types of sampling methods for interviews?
- What are the different kinds of case studies in ethnographic studies? In what ways are they different from one another?
- How do you choose an informant? What are the factors you should consider when interacting with your informant?

- What are the issues you should consider when deciding the types of interviews for your study?
- **When designing focus group interviews, what are the issues you should consider so that you can have the optimal/richest data?**
- How should the interview data be interpreted? How do you know if your data is reliable? What are the strategies you can adopt to ensure/improve the quality of your interview data and the later analysis?

September 21, 2020 (Sunday): Grounded Theory and Content Analysis

Readings:

Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.

Chapters: 8-9

Sample Studies posted on Canvas:

Anderson, C. M. (2001). Communication in the medical interview team: An analysis of patients' stories in the United States and Hong Kong. *The Howard Journal of Communications*, 12(1), 61-72.

Blair, N. A., Yue, S. K., Singh, R., & Bernhardt, J. M. (2005). Depictions of substance use in reality television: A content analysis of *The Osbournes*. *British Medical Journal*, 331(7531), 1517-1519.

Charmaz, K. (1994). Identity dilemmas of chronically ill men. *Sociological Quarterly*, 35(2), 269-288.

Questions:

- What are the different types of knowledge? How does grounded theory help you to interpret/derive the different types of knowledge?
- **If grounded theory can be understood as an ideology, how would you describe the fundamentals and essentials of this approach?**
- Briefly explain the ideology and process of a grounded theory approach.
- Explain and give examples of: open coding, axial coding, and selective coding
- How do you know if you have hit the saturation point in your data collection?
- What are the criticisms for grounded theory?
- Compare and contrast the similarities and differences between grounded theory and content analysis.
- Explain and give examples of: manifest content analysis, latent content analysis
- **What are the strengths and weaknesses of using existing vs. your own coding systems in the content analysis?**
- How do you ensure the quality of your analysis when adopting a grounded theory approach? How about when adopting content analysis? What are the possible problems when adopting these methods of analysis?

September 25, 2020 (Friday): Conversation Analysis

Readings:

Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.

Chapters: 10-11

Sample Studies posted on Canvas:

Goodwin, C., & Heritage, J. (1990). Conversation analysis. *Annual Review of Anthropology*, 19, 283-307. [* Great Review]

Hsieh, E. (2004). Stories in Action and the Dialogic Management of Identities: Storytelling in Transplant Support Group Meetings. *Research on Language & Social Interaction*, 37(1), 39-70.

Questions:

- Please define and give examples of the following concepts: conversation analysis, conversational floor, communication rules, aligning actions, remedial interchange, conversational floor, adjacency pair, presequence, insertion sequence, conversational preference

- **What are the 3 positions researcher argue about the relationship between individuals' communicative behaviors and communication rules?**
- How does conversational analysis contribute to the study of language and social interaction?
- How do people negotiate contexts in emergent interactions?
- Why do people use presequence in conversations?
- **How do people "mark" their conversational preference?**
- What's the role of researcher when interpreting conversational data? How can you improve the validity or generalizability of your study? (or if that's desired?) How do you know you know what your participants are saying and find a pattern?
- What are the possible problems of conversational analysis?

September 26, 2020 (Saturday): Discourse Analysis; Narrative Research

Readings:

Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.

Chapters: 12-14

Classic Work:

Philipsen, G. (1975). Speaking "like a man" in Teamsterville: Culture patterns of role enactment in an urban neighborhood. *Quarterly Journal of Speech*, 61(1), 13-22.

Pollner, M., & Stein, J. (1996). Narrative mapping of social worlds: The voice of experience in Alcoholics Anonymous. *Symbolic Interaction*, 19(3), 203-223.

Wieder, D., & Pratt, S. (1990). On being a recognizable Indian among Indians. In D. Carbaugh (Ed.), *Cultural communication and intercultural contact* (pp. 45-64). Hillsdale, NJ: Erlbaum

Sample Studies posted on Canvas:

Miller, P. J., Hengst, J., Alexander, K., & Sperry, L. L. (2000). Versions of personal storytelling/versions of experience: Genres as tools for creating alternate realities. In K. S. Rosengren & C. N. Johnson (Eds.), *Imagining the impossible: Magical, scientific, and religious thinking in children* (pp. 212-246). New York: Cambridge University Press.

Ochs, E. (1993). Constructing social identity: A language socialization perspective. *Research on Language and Social Interaction*, 26, 287-306.

Questions:

- Please define and give examples of the following concepts: social construction, contextualization cues, prosody, paralinguistic signs, code choice, formulaic expressions, speech genre, social reality
- How's the concept of context in this set of readings differ from that of the readings on conversation analysis? What are the strength and weakness of these different conceptualizations?
- According to Gumperz, what are the three levels that one needs to recognize when examining contextualization?
- What does it mean to say genre is a way of seeing?
- **Is social reality real? Does a single person create different versions of reality or do different people create different versions of realities? Why? How? Can a collective social reality be generated?**
- What does it mean to speak like a man in Teamsterville? How is the social-physical boundaries constructed through their practice? Why do they do that?
- The sample studies posted on Canvas provided very different types of conversational/narrative data. Does the differences in data influence how they should be interpreted? Is one type of data better than others?
- Does it matter how the researcher obtains the narrative data? In what way?
- **Why is it important to use qualitative methods (as opposed to quantitative methods) to understand contexts?**

September 27, 2020 (Sunday)

Final Exam.

Assignments, Grading and Due Dates:

Discussion Paper:

After reading the assigned materials (including the required readings and journal articles posted at Canvas), and prior to the seminar, each student should prepare one discussion paper on the film *Dark Days*. The paper should structure to address the following three areas:

Singer, M. (2000). *Dark Days* M. Singer;
https://www.amazon.com/gp/video/detail/B006M6NLR0/ref=atv_dp_share_cu_r

Questions:

- What do you see? [some of the suggested topics are listed as followed]
 - o Social networks, community, family
 - o Pride in the construction of identities
 - o Pride in ownership
 - o Why use rats as a storyline?
 - o Personal suffering
- What are the differences in interviewing them in the tunnel vs. other places (e.g., McDonald's, classroom in a University)?
- What's the strength of ethnography or participant observation as a method of data collection?

The discussion paper should carefully delineate the problem areas. The analysis should draw upon the reading and any other materials and experiences. The discussion paper should be written up in 8-10 pages in text (typed, double space, Times New Roman 12 font, 1 inch margin, APA style). The emphasis of the discussion paper should be how film relates to the reading materials and/or if you notice any strength, weakness, or problems of the film based on the readings we have done (e.g., course assigned readings and Canvas readings). In other words, the discussion paper should highlight your reflection and critical analysis of the book based on the insights you gained through the reading. The assignment is both an intellectual exercise and a diagnostic tool for the professor – diagnostic in the sense of the areas of emphasis for the lecture content. **I prefer the discussion paper to be turned in on the first day of class, but I will accept it (based on when the student enrolled and other pertinent factors) up to the last day of class (September 27, 2020).**

Final Exam:

There will be a final exam on the last day of class

Grading:

This is a letter-graded course: A, B, C, D, or F. A= 100-90; B= 89-80; C= 79-70; D=69-60; F= below 60

Assignment	Due Date	Percent of Grade
Discussion Paper	See above instructions	30%
Final Examination	Last class session	70%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Elaine Hsieh, Ph.D., J.D.

Education

- 2004 Ph.D. in Speech Communication, University of Illinois at Urbana-Champaign
- 2019 J.D., College of Law, University of Oklahoma

Current Positions

- Advanced Programs professor since 2005
- Professor, Department of Communication, University of Oklahoma
- Visiting Professor, Department of Communication, University of Illinois at Urbana-Champaign

Frequently Taught Advanced Programs Courses

- Qualitative Research Methods
- Cross-Cultural Communication
- Language Perspectives of Communication

Major Areas of Teaching and Research Interest

- Language and Social Interactions; Interpersonal Communication; Health Communication;
- Intercultural Communication; Language Perspectives

Representative Publications and Presentations

- Hsieh, E. (2016). **Bilingual health communication: Working with interpreters in cross-cultural care.** New York, NY: Routledge.
- Hsieh, E. (2016). Voices of the homeless: An emic approach to homeless people's experiences of health disparities. *Social Work in Public Health, 31*, 328-340.
- Hsieh, E., Bruscella, J. S., Zanin, A., Kramer, E. M. (2016). "It's not like you need to live 10 or 20 years": Challenges to patient-centered care in gynecologic oncologist-patient interactions. *Qualitative Health Research, 26*, 1191-1202
- Hsieh, E. (2015). Not just "getting by": Factors influencing providers' choice of interpreters. *Journal of General Internal Medicine, 30*, 75-82.

Representative Honors and Awards Received

- 2015-2016 *Quality of Care for Interpreter-Mediated Medical Encounters in Taiwan.* Core Fulbright U.S. Scholar; Arts, Education, Humanities, Professional Fields and Social Sciences--Research (Award #5130), Taiwan. Sponsored by the United States Department of State Bureau of Educational and Cultural Affairs. 07/24/2015-01/15/2016; Approx.\$30,000.
- 2012 *Medical Interpreters and Patient Communicative Competence in Gynecologic Oncology.* Sponsored by University of Oklahoma-Health Sciences Center/Oklahoma Tobacco Settlement Endowment Trust. Role: Principal Investigator. Period: 01/01/2012-06/30/2012. \$60,335.

Major Professional Affiliations

National Communication Association; International Communication Association