

Qualitative Methods in Journalism Studies J-381 08085

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Class Meetings: MW 12-1:30 CMA 6.172

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Mary's Office Hours: Mondays 2-3:30 & Wednesday 1:30-3

Description: This course provides an introduction to qualitative methods used by social science researchers, with special attention to the study of issues in journalism. Students will have a chance to briefly engage in methods such as in-depth interviewing, focus groups, and field observation. This course will present cover issues such as theory-building, epistemology and validity with regard to qualitative research.

By the end of the semester students should be able to:

1. Describe common qualitative approaches appropriate for the study of journalism and mass communication.
2. Explain the epistemology, ethics, theory and practice of qualitative research.
3. Carry out various qualitative methodological approaches such as in-depth interviews and textual analysis.
4. Present a well-argued justification for the validity of qualitative methods
5. Develop research questions that necessitate qualitative methods
6. Explain the appropriate application of qualitative methods

Textbooks:

Tracy, S.J. (2013). *Qualitative Research Methods*. Hoboken, NJ: Wiley-Blackwell.

At Coop or e-book: http://www.coursesmart.com/IR/5273182/9781405192026?_hdv=6.8

Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in Practice* (2nd ed.). London: Routledge.

e-book: http://www.coursesmart.com/IR/5273182/9780415396042?_hdv=6.8

Other (numerous) additional required reading materials will be posted online and/or are available as e-resources through the UT library system.

Optional but Strongly Recommended:

Strunk, W. & White, E.B. (2005) *The Elements of Style*. New York: Penguin Press.

Consider joining Methodspace at Sage online.

Learning Management System: In this class I will be using *Canvas*. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday-Thursday 8am-10pm, Friday 8am-6pm, and Sat-Sun 12pm-5pm.

Classroom Policies

I am dedicated to your success – but it remains your success, not mine. If something in your life is interfering with your studies, if you are ill, if you are having trouble with the material or if you are somehow encountering anything else that is getting in the way of your learning, please let me know as early as possible so that I can help.

Deadlines: Without advance arrangements to change a deadline for a legitimate reason, **late work is assessed a 50% penalty for up to a week after the deadline. After that week, the grade is zero.**

Cell phones & Computers: Off. The research is clear: screens are a distraction. This course is taught unplugged. No exceptions unless you have a note from the disabilities office.

E-Mail policy: E-mail is the best way to reach me. I check it at least every 24 hours. I will always try to answer e-mails quickly, *but not necessarily immediately*. At the very most a response might take 48 hours (weekends, etc. may slow me down.) During the work week, YOU are expected to check your e-mail every 24 hours.

Classroom Conduct: I propose making our classroom a space in which each of us can feel comfortable and accepted.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Attendance: You will do better here and in other aspects of your graduate career if you show up. There is a participation grade for this class, and you cannot participate if you are not here.

Make-Up Work: You must make arrangements with me in advance to make up work, and you must provide me with a documented, legitimate excuse to do so. If you are ill, or facing an emergency, you must call me (just as you would a boss at work) to notify me. In the case of a missed exam or presentation, we can re-schedule once you provide me with a document that explains your legitimate excuse.

Grade Discussions: I do not discuss grades via e-mail. I post your grades to Canvas and expect you to monitor your grades and make sure my records match yours. If you want to discuss a grade, you may visit during office hours or make an appointment to do so face to face.

My Office Phone: I will check for messages on my office phone once a day.

Food: Because your schedules are full feel free to eat. BUT: Be considerate of those around you regarding smells, sauces, and messes. Clean up after yourself and avoid bringing anything that could easily spill and harm someone's computer.

Grading: Grades are distributed according to a percentage system. I use plus-minus grading. An assignment list with point distribution is on page 6.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93% & above	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	61-62	61% & below

UNIVERSITY OF TEXAS POLICIES AND INFORMATION

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. http://deanofstudents.utexas.edu/sjs/acint_student.php

Special note on plagiarism: It bears repeating: using material that is not yours without proper attribution is *plagiarism*. For clarification, the library has a module: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

Use of Class Materials: The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Course Evaluation:

During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including through anonymous surveys about how my teaching strategies are helping or hindering your learning. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

At the end of the semester, there will be a formal survey as well. These course instructor surveys are required by school policy and reviewed by senior faculty administrators as an important component in annual faculty evaluations. These surveys are strictly confidential, and I have no access to the results until I get a summary after the semester is completed. I also encourage you to take time to write your open-ended feedback in the space provided, as these comments are often the most informative.

Use of E-mail for Official Correspondence to Students: All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. (I recommend daily during the work-week). A complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564>.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Q drop Policy: The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Student Veteran Services: If you're a vet – thank you for your service! Here are some UT resources:

Office of the Dean of Students: <http://utstudentveteranservices.org>

Academic Support Resources: <http://deanofstudents.utexas.edu/veterans/academicsupport.php>

Documented Disability Statement: Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.). Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
- Questions about emergency evacuations? More information on routes and procedures can be found at this link: www.utexas.edu/emergency
- And as a reminder: the Behavior Concerns Advice Line, BCAL: 232-5050

Tentative Schedule

Class:	Material	Read this ahead:	Assignment Due
W: Aug. 26	Intro to Course & Syllabus	Tracy 1 & 2	
M: Aug. 31	Connecting Method to Theory	H&A CH 10	
W: Sep. 2	Ethics & IRB	UT IRB Module & Tracy 3	
M: Sept. 7	Labor Day: Off		
W: Sept. 9	Qualitative Possibilities	Gitlin Critique	<i>IRB Materials</i>
M. Sept. 14	Textual & Discourse Analysis	Paltridge (PCL e-book) CH 1, 7 & 8	Q&Q Essay
W: Sept. 16		Carlson & Kitch	<i>Student 1</i>
M: Sept. 21	Interviews	Tracy 7 & 8, H&A 5	
W: Sept. 23	Observation Exercise		
M: Sep. 28	Grounded Theory	Glaser & Strauss CH 5	
W: Sept. 30	Ethnography	Tracy 4 AND H&A 1 & 2	<i>Student 2</i>
M. Oct. 5	Ethnography	Tracy 5, 6 & Geertz Ch 1	
W: Oct. 7	Ethnography	H&A 3, 4, 6	<i>Student 3</i>
M: Oct. 12	Focus Groups	Edmunds (online) CH 2, 4, 5	Interview
W: Oct. 14	Lab Tour: meet at the Behavioral Science Lab CMB First Floor		
M. Oct. 19	Oral History, Auto Ethnography	Ellingson AND Boyland	Paper Preview
W: Oct. 21	News Ethnographies	Tuchman AND Boczkowski AND Bock	<i>Student 4</i>
M: Oct. 26	Interpreting Visuals	Rose CH 5	Observation
W: Oct. 28	Interpreting Visuals	Zelizer CH 2 Hariman & Lucaites CH3	<i>Student 5</i>
M: Nov. 2	Online Ethnography & Ethics	ASA, NYT & Svenningsson	
W: Nov. 4	Case Studies	Yin Ch. 2	<i>Student 6</i>
M: Nov. 9	Mixed Methods	Lutz & Collins AND McCarthy	
W. Nov 11	Transparency, Reflexivity	Krippendorff 6 & 9	<i>Student 7</i>
M: Nov. 16	Analyzing Qualitative Data	Tracy 9, 10 AND H&A 7, 8	
W: Nov. 18	Writing Qualitative Research	Tracy 11 AND H&A 9	<i>Student 8</i>
M: Nov. 23	Titticut Follies		Focus Group
W: Nov. 25	Titticut Follies & Discussion		
M: Nov.30	Project Presentations		Presentation
W: Dec. 2	Project Presentations		Presentation

Final paper due: Friday Dec. 11, 11pm

Assessments

Assignment	% of Final Grade	Points Possible	Points Received
Participation	10	100	
Practice 1/interviews	10	100	
Practice 2/observation	10	100	
Practice 3/focus group	10	100	
Journal Article Analysis & Presentation	10	100	
Methodology Essay	10	100	
Individual Project Preview	10	100	
Individual Project Paper	25	250	
Individual Project Presentation	5	50	
Totals	100%	1000	

**All written assignments will be submitted online, using Canvas, except for the Journal Article Presentation Handout.*

Participation & Meetings: Part of this grade will be based on assessments from your teammates on your group projects. Another part will be based on how prepared you are when you attend each of our class meetings.

Meetings: These are “all or nothing” five-point credits for your private meetings with me.

Journal Article Presentation: Each student will make a short (10-15 minutes) presentation in class about a qualitative research article they’ve found useful for their own research. This presentation should focus on the article’s method, how the work was done, how it does (or does not!) meet the standards we’ve discussed in class. The presentation should include a one-page handout with the article’s citation information and the student’s analysis. I encourage students to NOT use Power Point slides for these presentations; let’s focus on each other face to face. *Due dates will vary;* we will divide up the calendar on the first day of class.

Methodology essay: During the first three weeks of class you will be reading extensively about the epistemology and validity of qualitative research. We will discuss the advantages and disadvantages of qualitative research in class. Based on the readings and discussion, write a brief essay (3-5 pages, about 1200 words) comparing qualitative and quantitative methods, their value to research about journalism, and where your interests and work fit into the larger landscape of communication inquiry. Think of this as a document that will serve as a foundation for a future comprehensive exam methods question.

Group Assignments

The following group assignments are approved by the UT IRB as class projects only; the data collected for these assignments CANNOT be used in conference papers or published research UNLESS you have IRB approval for your own, specific project. By accepting this syllabus you agree to follow these terms and conditions.

#1: Interview Group Project: Work in teams of two or three. We'll form the teams in class. Decide on a research topic and question. Each person should do an in-person, semi-structured interview. Be sure to prepare and revise a series of open-ended interview questions. Share the tapes and transcribe EACH OTHERS interviews; share the transcriptions.

Put together ONE document for Canvas that includes:

- The research report: This 1200 word report should a) set up background about the topic, b) posit a research question c) explain why interviews can answer this question d) present the findings and finally, e) analyze the findings. This should be written in academic form with citations.
- Page break/assignment reflection: Write about 500 words on how the interview process went, how things worked out with your team, and details about the nature of interviewing. This can be written more informally than the research report itself.
- Page Break/your transcript.

#2 Field Observation: We will work as a group in a public space. Basically, you do as you typically do as a member of the public (avoid drawing attention to yourself) but in this case you consciously evaluate the interaction(s) that you observe. During a sustained period of at least one hour, make your observations together but keep your observations to yourself for the time. Take field notes; keep in mind we will share them in class. Put together one document (with page breaks) for Canvas.

- A research report: This 500 word report should a) set up background about a topic, b) posit a research question c) explain why observations can answer this question d) present the findings and finally, e) analyze the findings. This should be written in academic form with citations.
- Page break/assignment reflection: Write about 500 words on how the observation process went, and details about the nature of field work. This can be written more informally than the research report itself.
- Page Break/your field notes.

#3: Focus Group: This assignment is basically the same as the interview assignment above, only using focus groups. We'll divide the class into teams. We'll also tour the Moody Behavioral Lab so you can sign up to use the Focus Group Meeting rooms. Be sure to prepare and revise a series of open-ended questions. Each team should video tape the session and make the video available to each other and to me (burn some DVDs).

- A research report: This 1200 word report should a) set up background about a topic, b) posit a research question c) explain why observations can answer this question d) present the findings and finally, e) analyze the findings. This should be written in academic form with citations.
- Page break/assignment reflection: Write about 500 words on how the observation process went, and details about the nature of field work. This can be written more informally than the research report itself.

Individual Project

Each student is expected to complete a qualitative research project or proposal of 25 to 30 pages by the end of the semester. This is an individual project; all work should be your own: the goal is eventual publication.

Our required office meetings in the first half and second half of the semester are designed to guide you through this process.

Students are required to submit a 3-5 page preview of this paper, its proposed subject, theoretical construct, research questions method and data-source online, early in the semester. Students will make a presentation to the class about their work during our last meeting of the semester.

All final papers should include: a statement of the research question(s), discussion of the theoretical framework guiding your work, a literature review of some of the most relevant scholarly work related to the topics, a description of the qualitative method used, an analysis of the research findings, and a conclusion.

Since the Fall-2013, four students from this class have published their term papers and at least seven have presented their work at conferences.