Figure 1: PhD Comics "Humanities vs. Social Sciences" by Jorge Cham (2007)

MMC 9102
Research II

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Please use #office_hours in Slack for any non-personal questions

SPRING 2024--TH 5:30-8:00 – 1 ANNENBERG HALL-- 3 CREDITS

Course Description: This course is designed to introduce students to qualitative approaches relevant to the study of media and communication. We will focus on a variety of philosophical and conceptual approaches, as well as practical methodologies and tools that will help students conduct qualitative scholarly research in their area of interest. The major methods of study will include text-based analyses, visual methods, ethnography/participant observation, historical analysis, interviews, and approaches to digital media. In addition to writings on epistemological and ethical issues, we will also critically examine the application of qualitative methods by way of recent studies of media audiences, industries, and texts.

Learning Objectives of this course include:

- Students will understand the historical origins of qualitative methods and how they are used in communication research
- Students will identify and assess ethical concerns in qualitative research
- Students will collaborate on creating a practical guide to doing qualitative research in media and communication
- Students will be introduced to the basics of project management
- Students will design and practice conducting pilot research projects where research questions are paired with appropriate methods, analysis, and qualitative knowledge claims
- Students will have an opportunity to practice and improve academic writing skills

Spring 2024 Note: This course has been redesigned with support from the Textbook Affordability Project at Temple University Libraries. The assignments and/or assessments for this course will rely on the principles of open pedagogy. Open pedagogy is the practice of engaging with students as creators of information rather than simply consumers of it. It's a form of experiential learning in which students demonstrate understanding through the act of creation. The products of open pedagogy are student-centered and openly-licensed so that they may live outside of the classroom in a way that has an impact on the greater community. We will discuss what that means in the context of this course when we first meet.

THINGS TO KNOW

> **Course Slack Team:** Most course communication will take place via Slack:
> https://research-ii.slack.com
>
> **Zoom link** (for office hours and other meetings if
> needed): https://temple.zoom.us/j/93118917277
>
> **Canvas**: All handouts, readings, assignment instructions, course policies, additional course information, and grading info are posted here.

Course technologies: Students are expected to have access to a computer and internet to complete assignments and access our Canvas site, Slack, Zotero, and shared Google Docs/folders (all of which are free). While class sessions will be face to face unless noted, if contingencies arise where we need to conduct class online, students will be asked to access Zoom and have access to a computer with a camera and microphone.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient internet access should submit a request outlining their needs using the Student Emergency Aid Fund form. Please notify the instructor the first week of class if you are having difficulties.
Please see Temple University's Technology Usage policy for information on unauthorized access, disclosure of passwords, sharing of accounts and more.
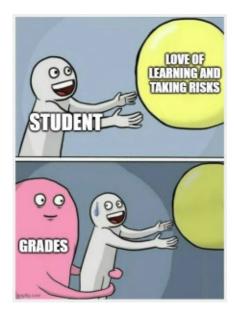
Course meetings: This is scheduled to be an in-person class. That said, we are three years into an on-going pandemic, and even if we weren't there are many reasons why you can't make it to class sometimes. My number one rule is: don't come to class sick. That goes for me as well. If I am sick but am well enough to teach, or if there is inclement weather, we may have class via Zoom (and I will notify you well in advance). If requested in advance I will be able to have a zoom meeting open on my laptop so you can listen in. Please note, my primary attention will be on everyone in the room. You can post in Slack to contribute to the conversation that way, but it is not possible to make this a fully hybrid experience. We will discuss other instances in which we may want to meet online, in the classroom, or elsewhere.

Syllabus changes: This syllabus, its assignments, and related course calendars are subject to reasonable change and adaptation with the understanding that the changes shall not be punitive in nature and do not significantly interfere with the successful completion of course objectives. Any update to the course syllabus will be announced in class and posted on Slack.

UnGrading and Self Assessment:

This course uses a combination of an "ungrading" and "specs grading" approaches, adapted from course designs by Jesse Stommel, Laura Gibbs, Temple's own Alisha Nypaver, Lauren Malone, and folks in the 2021 #Ungrading Edcamp. The goal is to move you away from thinking about what I want from you, and instead focus on what you want to get out of this course. This is a graduate level course, and I presume you are pursuing a PhD because you know what you want to get out of this program.

What this means: All assignments will be assessed as Complete, Partial, or Incomplete in Canvas. Complete means you did what was asked of you in total. Partial (canvas will say incomplete but I'll put a comment if it is "partial") means you missed a significant portion of the assignment. Incomplete is you did not submit it on time or by an agreed upon extension, or you did an insubstantial amount of the required work. Regardless, you will get written feedback from me.

But HOW will I be GRADED?!: You are required to meet with me two times in the semester with the possibility of a third.

- **Initial Self-Assessment:** At the start of the semester, after the add drop period, you will meet with me just so I can confirm you understand what is expected of you in this course. You will need to come to that meeting having outlined your own goals for this semester and self-assess your initial knowledge of/experience with the course learning outcomes.
- **Mid-semester Self-Assessment:** at the midpoint of the semester, after spring break, you will review each of your assignments and self-assess the quality of your work. You will then meet with me to reflect on what you have done, what you plan to do for the IRB assignment, what questions you have, and what grade you would give yourself on your work so far.
- **Final Self-assessment**: You will produce a written self-assessment of the quality of work on your assignments, whether you felt you met the learning goals of the course, and a written justification of what you think your final grade should be, given Temple's grade scale. I reserve the right to adjust this grade higher or lower if needed, but will schedule a meeting with you first to discuss it. For instance, if you only got partial and incompletes on every assignment but awarded yourself an "A," I would question whether that was in fact the level of grade you earned. Alternatively, if you completed every assignment and were active in the class, but gave yourself a "C", I would question the accuracy of your self-assessment. If I agree with your final assessment, we will not need to meet.

THESE ASSESMENTS/MEETINGS ARE REQUIRED TO GET A PASSING GRADE IN THIS COURSE!!!

Extra credit: There will be no extra credit offered in this course.

Assignment Groups:

These are not assessed based on points but as appropriate I will record "complete/partial/incomplete" in Canvas.

1. **Engagement:** Active participation is crucial to your learning in this course. You earn your "engagement" grade by coming to class regularly, taking notes, respectfully contributing to class discussions (demonstrating that you completed the readings), asking questions, engaging in classroom activities, and offering responses to the course materials. See attendance policy for potential options if you cannot come to class on a given day, and review the "rubric" on Canvas to see what counts as A vs B level engagement as you self-assess your participation.

2. **Weekly assignments:** Other than readings, you will have weekly tasks to perform related to a few different collaborative projects.
   a. **IRB certification:** You will need to complete the CITI IRB certification for this course if you haven't already. Start early!
   b. **Collaborative Guide and Zotero Library:** One major focus this semester will be on creating the start of a Practical Guide to Qualitative Research for Media and Communication Graduate Students and accompanying Zotero Group Library. Many of the weekly tasks will evolve as we collaborate on this, but the first initial tasks are on Canvas. I will add to these as we discuss this collaborative project as a group.
   c. **Data collection/analysis exercise:** Building on your work on the collaborative guide, as a group we are going to collect a few different types of qualitative data related to a core research question (TBD, although we will include text and human data collection). Although you will plan this work and collect data as a group, you will do an initial analysis in relationship to our research question on your own using QualCoder (we will have a workshop on this). We will dedicate class time to planning, collecting data for, and project managing this assignment, as well as reviewing your takeaways from the analysis

3. **IRB application:** In the last couple of years the IRB at Temple has become more conservative about approving research as "classroom projects" for human subjects research you may wish to publish. Many of you are also learning these methods for the first time, and our primary focus will be on identifying best practices for qualitative research and understanding the practical issues that all of you will encounter regardless of methods you use. Related to that, though, being able to craft IRB applications for qualitative research is something all of you should learn how to do regardless of whether you think you might do qualitative human subjects research in the future. Thus, your goal by the end of this semester is to craft an IRB protocol for a qualitative human subjects research project that you *could* submit to the IRB. It would be ideal if you could identify a project that you could collect data for as part of a final project for a class you might take next year, or that you might work on independently (or even use for your dissertation). You will submit and revise several drafts of these with my and your classmates' feedback before the end of the semester. You are not required to submit these to the IRB, but are strongly encouraged to do so well in advance of when you might start the project.

Inclusivity Policy: There is an inclusivity policy on Canvas. You will be asked to agree to this at the start of the semester, committing yourself to promoting a safe and inclusive classroom for all students, guests, and instructors.

Email/Slack: Most course communication will take place through Slack, not email. Check Slack daily for course announcements/updates. You can email me with questions anytime, but note I only respond to student emails/Slack questions during my posted hours. Review the "how to email/DM a professor" page on Canvas.

Range of Possible Costs: This course has no required course materials that must be purchased.

Recording Policy: I will not be recording live discussions (unless required by DRS accommodations) except if the class decides it is necessary on a given day and everyone agrees to the recording. No one should be recorded without their expressed consent (including instructors).

Accommodations and Basic Needs: The need for any accommodations should never get in the way of your access to education. I will do my best to work with any student who requires accommodations and to minimize the access barriers posed by course structures and materials. Please have DRS send me any accommodation letters at the start of the semester if you have them. Similarly, if you find yourself struggling to meet your own basic needs, there are a variety of resources available to you I can help you with. See Canvas for additional details, contact details for university services, as well provisions for students with children, chronic illness, etc.

Attendance: We are living in an ongoing global pandemic. You will not be penalized if you miss a class session. If you miss a day on occasion, be sure to check in with classmates/me to see what you have missed. I'm also open to you zooming into an in-person class on occasion (see note on page 2). **Please DO NOT come to class sick!**

Extensions: **All assignments are due by 11:59pm Tuesday (so I can review them before our Thursday class).** You can request extensions for any assignment that is not the basis of an in-class activity (these will be marked as such). If you need an extension, you must ask for one before the due date/time. Any assignment that is the basis of an in-class activity cannot be accepted late. If you submit assignments late you will not get as much detailed feedback. I do not need to know why you are requesting the extension. **There is no limit on the number of extensions you can request.**

Academic Honesty: Plagiarism is the representation of someone else's ideas, quotations, or research as your own. It is a form of theft. Examples of plagiarism: buying a paper written by someone else, quoting or summarizing an author's argument without correctly citing them, using ideas found on websites for your assignments without correctly citing them, "borrowing" a classmate's ideas for your own, writing without attribution, and using your own papers for more than one class without explicit consent of all instructors. **PLAGIARISM IS NOT TOLERATED AND WILL CONSTITUTE AN IMMEDIATE FAILURE OF THE ASSIGNMENT AND POSSIBLY THE COURSE.** Instances of plagiarism and/or cheating will be reported to the University Disciplinary Committee at my discretion. The **penalty structure** is listed on the policies section of the Canvas.

All assignments must enclose directly quoted material inside quotation marks, include in-text parenthetical citations for all material drawn from another source (including direct quotations, summaries, and paraphrased material), and include a works cited list. **All citations must be formatted in APA (American Psychological Association) style.**

I do not believe in banning AI tools like ChatGPT, because there may be some creative ways you can use those tools in doing work for this course. For the most part, I feel that if you use these tools to "answer" the weekly assignments you are only doing a disservice to yourself by not allowing yourself to explain the takeaways in your own words. This is an ungraded course, and you aren't getting penalties for "bad answers." If you do use ChatGPT though, I just ask that you be upfront about it and talk about how you used it and while. For all assignments, if you do use any generative AI in any way, you are expected to cite that usage using APA style and specify which technology was used, how the information was generated (including prompts used), and how the output was used in your work. A link for how to do so is on the "How to Cite sources" page on Canvas.

Student and Faculty Academic Rights and Responsibilities Policy: Freedom to teach and freedom to learn are 2 inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Conduct Code: Individuals enrolled in this course are expected to conduct themselves in a civil and respectful manner, both toward their instructor and fellow students. In accordance with Temple's

Student Conduct Code (Policy Number: 03.70.12), acts of misconduct for which students are subject to discipline include, but are not limited to, intentional interference with or disruption of class as well as behavior or conduct which poses a threat to the mental, emotional, or physical well-being of self or others. Non-compliance, interference or resistance to this code is considered actionable when a student fails to comply with a reasonable verbal or written instruction or direction given by a University employee (e.g. instructor, teaching assistant or staff member). In such cases of violation, it is the University employee's right and responsibly to seek out the appropriate sanctions (e.g. suspension, separation, probation, enrollment restrictions, or expulsion from the University) pursuant to the conduct code policy.

Course policies on Canvas are the most up to date and accurate.

Additional details on all policies can also be found there.

FAQS	
What should I call my professor?	Adrienne is fine, or Dr. Shaw
What pronouns does my professor use?	She/her
What is her email address?	Adrienne.shaw@temple.edu
When will she answer my emails/Slack message?	During my email/Slack hours. See page 1.
When/where are my professor's office hours?	See page 1 and Canvas
Where should I ask questions about assignments, the course, etc.?	Slack #office-hours
Where should I ask for extensions/about my grades?	Email or Slack DMs. Check Canvas for all assignment scores which I update regularly.
Can I get another extension?	Yes, as many as you need.
Can I get an excused absence?	You don't need to! See attendance policy.
Is there a textbook for this course?	Nope! All readings are on Canvas.
Do I have to do all of the readings?	Yes.
When is this assignment due/where are the instructions?	Check Canvas
How do I…?	Have you checked the how-to pages on Canvas? If it's not there, post your question to #office-hours.
Is there a final exam?	Nope!
Do you post slides?	No, and I mostly won't be using slides in this class
What is my grade?	See the section on UNGRADING!
Can you write me a letter of recommendation?	Probably, but check the instructions on my website before you ask: https://adrienneshaw.com/letters-of-recommendation/

Course Schedule

All readings/viewings must be COMPLETED by the dates listed below.
This schedule is subject to change; revisions will be announced on Slack and in class.

All readings are available on the course website, Course reserves on Canvas, or online (see links in syllabus/canvas). Additional reference readings are available there as well.

Week 1

1.18   Introduction—What is qualitative communication research?

- Chapters 1 and 2 (skim 3) Alasuutari, Pertti. (1995). Researching culture: qualitative method and cultural studies. Thousand Oaks, Calif.: Sage Publications.
- Review the list of methods under "qualitatively examining information" from the SAGE Encyclopedia of Communication Research (link on Canvas page for week 1 and in course reserves page).
- kacrhisten. (2010, September 13). "How to gut a book," digital cultures/digital divides. Retrieved from: https://amst522.wordpress.com/2010/09/13/how-to-gut-a-book-or-the-best-advise-my-grad-school-advisor-ever-gave-me/
- Watch the OER Basics video from Open Oregon (2015): https://www.youtube.com/watch?v=-O1RftQowCs&ab_channel=OpenOregon

1.23   Due: Week 1 assignments (see Canvas)

Week 2

1.25   Theories and Paradigms of Qualitative Research, Project Management, and Collaboration
- Ch 1 and pages 225-239 from Charmaz, Kathy. (2014). Constructing Grounded Theory, 2nd. Edition). London: SAGE.
- Christians, Clifford G. & Carey, James W. (1989). The logic and aims of qualitative research. In G.H. Stempel and B. H. Westley, (Eds). Research methods in mass communication (pp. 354-374), Englewood Cliffs, NJ: Prentice-Hall.
- Two videos:
  - o Delve, Qualitative Data Analysis Tips (Director). (2021, October 20). Grounded Theory Explained in Simple Terms. https://www.youtube.com/watch?v=tirZ7ktPW64
  - o Delve, Qualitative Data Analysis Tips (Director). (2022, May 25). *Qualitative Data Explained | Comparison to Quantitative Data | Data Examples | How to Analyze.*https://www.youtube.com/watch?v=zXdDp5h2j_MLinks to an external site.

1.30 Due: Week 2 assignment- CITI Training

Week 3

==**Schedule Start of Semester Self-Assessment Check in!**==

2.1 Ethical Concerns
- Review the IRB Assignment and Templates, and the other documents on Temple University Institutional Review Board website. http://www.temple.edu/research/regaffairs/irb/
- Skim scholarly organizations' guidelines: ICA, NCA, AoIR, AEJMC
- Watch: Greatrix, Martha (2018, September 7). OER, the 5Rs of Open and Creative Commons Licenses. https://youtu.be/CnFCtP1pPrM?si=6teYfjbh-OrKzMsj

2.6 Due: Week 3 assignment

2.8 Collaborative Project Planning and Check In
Come to class with a device that can easily access the internet with, read from, and type on.
No readings, the next few weeks you are gathering and reviewing resources for our collaborative Practical Guide to Qualitative Research. This class will be devoted to mapping out and planning what you will work on. Review the list of methods in the SAGE Encyclopedia of Communication research in week 1 to see what you might like to focus on.

2.13 Due: Week 4 assignment

Week 5

2.15 Collaborative Project Check In
Come to class with a device that can easily access the internet with, read from, and type on.
We will check in on first tasks, review what you did for week 4, and continue to work on developing collaborative Practical Guide to Qualitative Research.

2.20 Due: Week 5 assignments

Week 6

2.22 Collaborative Project Check In and Final Steps
Come to class with a device that can easily access the internet with, read from, and type on.
We will review what you did for week 5, and continue to work on developing collaborative Practical Guide to Qualitative Research. We will identify the most reasonable "end" point for what everyone is working on. Work on the guide should be done by the Tuesday after Spring Break. We will also discuss our post break collaborative project.

2.27 Due: Week 6 assignment

Week 7

2.29 Work Day
NO CLASS, but you should finish up your tasks on collaborative research guide and begin to think about what you might work on for your IRB application.

Week 8: SPRING BREAK!
3.7 NO CLASS
3.12 DUE: Week 7/8 assignment

I will be finalizing the second half of semester after I get a sense of your research/methods interests. The information below is just to give you a sense of the structure of the second half of the semester.

3.12 DUE: Week 7/8 assignment

3.14 Using Qualitative Data Analysis Software
Today we will have a workshop on using QualCoder, and open source qualitative data analysis software. We are starting with the tool first to get you thinking about how to save/structure your data before you even start collecting it! Come to class with a computer with QualCoder installed if you can.

In addition, and in preparation for our next group project, we will use Liz Bird's book (see week 11) as a way of thinking through how we are going to collect and analyze data for a very small scale collaborative research exercise we will work on together. You should begin to read the book now, but it should be fully read by week 11. Read the full book but focus on methods she uses and how she analyzes/talks about her data. It is available to you as an ebook or as a physical copy via course reserves.

You should also sign up to meet with me this week or next to discuss your mid-term self-assessment if you have not already.

3.19 DUE: Week 9 assignment.

Week 10: NO CLASS

3.21 GRF and ==**Schedule Mid-term Self-Assessment Check in!**==
As the GRF is on 3/22 we will not meet as a class, but you should be working on your plans for your IRB project. You should also sign up to meet with me this week to discuss your mid-term self-assessment if you have not already.

3.26 DUE: Week 10 assignment

Week 11

3.28 Collaborative Guide Review and Data Collection Project
Read: Bird, S. Elizabeth. (2003). The Audience in Everyday Life: Living in a Media World. Routledge. https://doi.org/10.4324/9780203954225 (available as an ebook and a physical copy is also available on reserve in Charles Library)

Also, review the final collaborative guide before class so we can discuss any final changes.

4.2 DUE: Week 11 assignment

Week 12:

4.4 Collaborative Data Collection Project and Analysis
This week you should plan to come to class having conducted your individual interviews, observed the person interacting with their favorite media character, and analyzed the character/text. Add your transcripts, field notes, and analysis notes to our shared Dropbox folder. We will work on moving everything into QualCoder so you can do your individual analyses.

4.9 DUE: Week 12 assignment

Week 13:

4.11 Comparing Analyses and Discussing IRB application
This week you should plan to come to class with your final analysis of our data collection exercise.

4.16 DUE: Initial IRB application

Week 14:

4.18 IRB application workshop
Come to class with a paper and digital copy of your initial IRB application.

4.23 DUE: Revised IRB application

Week 15:

4.25 IRB application workshop 2 and Conclusions
Come to class with a paper and digital copy of your revised IRB application.

5.3 DUE: Final IRB application AND <mark>FINAL Self-Assessment</mark> (11:59 pm, Canvas)