1-Unit Methods Module—COM 692: Advanced Qualitative Data Analysis
Spring 2016 – Stauffer A431

6-8:45 p.m. Tuesdays March 29, April 5, 12, 19, 26
The Hugh Downs School of Human Communication, Arizona State University-Tempe
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Office Hours: Wednesday 1:45-2:45 and 6-6:45 p.m. & by appt. (STAUF 424A)
Thank you to peer mentors/volunteers: Margaret Hinrichs (NVivo recent use guide) and Versha
Anderson (609-692 liaison and recent use guide in grounded analysis methods)

This module engages students in the active *doing* of qualitative data analysis. It assumes students
have a clear understanding of data collection methods and a preliminary background in
qualitative analysis. Students will use their own collection of qualitative data texts (e.g.,
transcriptions, typed fieldnotes, open-ended qualitative survey data, electronic documents and
visuals) and learn advanced techniques for analyzing and interpreting this data.

The course reviews basic coding and analytic memo-ing and then introduces the computer-aided
qualitative data analysis software program NVivo. For the NVivo workshop in week 2 to be most
useful, it is valuable for students to have set up an Nvivo database, uploaded their data and begun
playing with the software. I continue to learn and use NVivo myself. As such, I will serve as a
software guide, rather than a "software expert."

Along the way we will practice advanced analysis methods such as developing a code book,
vignettes, dramatistic strategies, typologies, exemplars, metaphor analyses, discourse tracing,
and discourse analyses. By the end of the module, students will be introduced to various
qualitative analysis approaches, gain a working knowledge of NVivo and have the opportunity to
analyze their own qualitative data in innovative ways that will advance course and conference
papers, journal articles, and dissertations.

Course Readings and Resources:
- Bazeley, P., & Jackson, K. (Eds.). (2013). *Qualitative data analysis with NVivo*. Sage
  Publications Limited. If useful, aslo this: http://studysites.sagepub.com/bazeleynvivo/ and
  http://www.researchsupport.com.au/QDA_with_NVivo.htm#_NVivo_reference_guides
- Galman, S. C. (2013). *The good, the bad, and the data: Shane the lone ethnographer's
  basic guide to qualitative data analysis*. Walnut Creek, CA: Left Coast Press.
  Note: this is a comic book! ☺
- Saldaña, J. (2016). *The Coding Manual for Qualitative Researchers, 3ʳᵈ edition*. Los
  Angeles, Sage.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis,
  communicating impact*. Hoboken, NJ: Wiley-Blackwell.
- Journal article readings (available electronically via Blackboard)
- NVivo Qualitative Data Analysis Software – available on the HDSHC lab computers, a
  one month trial is free or a one year student version can be purchased for $75 at
  http://www.qsrinternational.com/. Also check out NVivo Web Tutorials on You-Tube

Assignments & Evaluation (100 pts possible)

Course assignments consist of data analysis practica, which include:

1. Research Questions, Open Coding & Analytic Memos – 15 pts
2. Codebook – 10 pts
3. Practice of two interpretive strategies (vignette, dramatistic strategy, metaphor analysis, narrative analysis, discourse analysis, discourse tracing, typology, exemplar) – 15 pts each for 30 points total
4. Visual Data Analysis or Display (Table, Graph, Model, Comic, Cartoon, or analysis of your visual data) – 15 pts
5. Analysis Methods Rough Draft -- a detailed explanation of what you did analytically, when you did it, why you did it, as supported by literature and best practices (use some citations) and any supporting appendices. This will be useful reference for future methods sections or data meetings. – 30 pts

Like most interpretive arts, qualitative methods comes in a variety of flavors and forms, with people responding in different ways to the "art" you create. Furthermore, significant learning of interpretive arts comes in the form of sampling other peoples' craft and thoughtfully reflecting on it. A primary part of this class is engaging in small "chunks" of qualitative analysis, sharing your work publicly with the class, and reflecting on the method by which peers are practicing their craft. You are encouraged to provide transparent, critical, and constructive feedback to one another as one method to contribute and participate in the class.

You will turn in practica assignments via a custom software called CritViz, https://critviz.com/, developed by ASU professors David Tinnapple and Loren Olson. Please create a user profile and enroll yourself into our course with this code: RMWVFVNH

Submit practica via CritViz. Please bring a paper or electronic copy to class for reference, and be prepared to share/workshop your ideas from these assignments.

All practica will be available to your peers for review. You are encouraged to review your class members' work and place any comments on the work via the "comment function." Comments might include recommendations, acknowledgements of a job well done, or something you learned in the process of reviewing their work. Comments on your peers' work is a valuable way to participate in class.

Class Policies and Procedures

Norms of Civility and Use of Technology in Class:
To create an oasis of civility in this class, please arrive on time and stay for the entire class period, keep an alert and enthusiastic presence, pay attention to course material rather than other distractions, listen supportively and attentively—speaking one at a time and helping others stay focused. Many of us are irresistibly drawn to our computerized devices. If this is the case for you, disable the temptations—put them away, turn off alerts, etc.

Unique Academic Needs:
Students with academic needs that require special course considerations can be accommodated. Students should document their needs with the University's Disability Resources Center and see me no later than the second week of class to discuss options.

Plagiarism/Academic Dishonesty: Although several graduate papers may overlap in conceptual focus, students' research projects should be original work devised for this class. Students are invited to build upon and improve analysis activities they have practiced in other qualitative research classes—but they should not duplicate them in whole. ASU's academic integrity and plagiarism policies are applicable to this course. Please see https://provost.asu.edu/index.php?q=academicintegrity.

Absences, Due Dates, Late or Incomplete Work:
Turning in practica on time is essential for the peer review process. Assignments will be marked down up to 10% each day and will not receive points more than two weeks past their due date (and none will be accepted after April 29th). **All practica must be completed (even if late) in order to earn B+ or higher in the class.** Incompletes are available to students who: 1) have finished more than half the coursework, 2) experience serious illness or personal emergency, 3) negotiate the incomplete before 4/22.

Day & Time	**Topic / Readings and Assignments Due** (Subject to change via electronic or class announcement) NOTE: The Saldaña book and Bazeley & Jackson book are RESOURCE / REFERENCE BOOKS – meant to be helpful friends and ready when you are. You should treat them likewise… You are asked to skim and review the chapters noted, and then go back to (reference them) when they might be especially useful.
1 3/29	*Introduction to Course & Review of Basic Analysis Procedures* (this should be review for most students) Saldaña Chapter #1 & #2 – An Introduction to Codes and Coding & Writing Analytic Memos Thornberg, R., & Charmaz, K. (2014). Grounded theory and theoretical coding. In U. Flick (Ed.), *The SAGE Handbook of Qualitative Data Analysis* (pp. 153-169). Los Angeles: SAGE. Tracy #9 –Data Analysis Basics: A Pragmatic Iterative Approach Galman Chapters 1-4 – Coding with your Boots on! **Bring to class for discussion:** Some of your project's data texts **Due Friday 4/1, 11:59 p.m. -** Practicum #1 Research Questions, Open Coding, Analytic Memos
2 4/5	*Qualitative Computing and Nvivo* Bazeley & Jackson Chapter #1 – Persp of: Qual Computing & NVivo & #2 - Starting a Project; #3 – Designing a Data Base; #4 – Coding Basics; #5 – Going on with Coding Saldaña – Chapter 4 – After First Cycle Coding *Nvivo Workshop Part one* - **Bring: All data sets (hard copy and electronic copy); bring lap-top with NVivo if you have it**; **any materials that will help you with NVivo** - For this workshop to be most useful, please set up an Nvivo project, upload data and begin playing with the software. **Due Friday 4/8, 11:59 p.m. –** Practicum #2 - Codebook

Optional Lab	Friday 4/8 1-3:30 p.m. - Analysis laboratory. An opportunity to work on analysis strategies or Nvivo in a supportive environment with help nearby.
3 4/12	*Advanced Coding and Analysis Methods* Saldaña Chapters #3 – First Cycle Coding Methods [review those recommended & any of interest] Tracy #10 - Advanced Data Analysis: The Art and Magic of Interpretation Galman – Chapters 5 (narrative analysis), 6 (discourse analysis) LeGreco, M., & Tracy, S.J. (2009). Discourse tracing as qualitative practice. *Qualitative Inquiry, 15,* 1516-1543. Tracy, S. J., & Huffman, T. P. (Under Submission). Compassion, presence, and hope in the face of terror: How a school bookkeeper communicatively transformed a would-be school shooting. **Due Friday 4/15 11:59 p.m.** – Practicum #3 - Practice of Two Adv. Analytic Strategies / Coding Methods as featured by Galman, Tracy or Saldaña
4 4/19	*Visual Data Analysis and Representation* Tracy, S. J., & Malvini Redden, S. (2016). Markers, metaphors, and meaning: Drawings as a visual and creative qualitative research methodology in organizations. In K. D. Elsbach, and R. M. Kramer (Eds.), *Handbook of qualitative organizational research: Innovative pathways and ideas* (pp. 238-248)*.* New York: Routledge. Galman – Chapter 7 ("other kinds" of data) *Nvivo Workshop Part 2* Bazeley & Jackson - #6 – Cases, Classifications, and Comparisons; Recommended Bazeley & Jackson: #7 - Working with multimedia sources; #10 - Tools and strategies for visualizing data; #11 - Using coding and queries to further analysis **Due Friday 4/22 - 11:59 p.m. –** Practicum #4 Visual Data Analysis or Display
4/26	*Moving from Qualitative Analysis to Writing and Theory Building* Saldaña #6 – After Second-Cycle Coding In-class workshop provided by SJT **Due Tuesday 4/26 by class 5:59 p.m.** Practicum #5 – Methods Rough Draft