Introduction to Qualitative Data Analysis
Graduate Course Reference Number (2): 40090
Summer Second Session (July 26 – August 27): Asynchronous
2 Credit Hours
Online (Zoom & Canvas)

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Office Hours: By appointment
Contact: Through Canvas email
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This syllabus is subject to revision.

Course Description: Qualitative data is an important part of applied research. Whether it comes from interviews, focus groups, texts, internet message boards, or elsewhere, qualitative data informs our understanding of how individuals and communities view the world with depth and nuance. This asynchronous class introduces students to qualitative data collection and analysis through an applied project. Students will have the opportunity to collect their own qualitative data and apply qualitative analysis tools to answer a question of interest.

Learning Objectives:

- Students will be able to develop a shared understanding of research using qualitative methods.
- Students will be able to assess what makes a piece of qualitative research “good” qualitative research.
- Students will be able to conduct observational field research and take effective field notes.
- Students will be able to design and conduct a semi-structured interview.
- Students will be able to develop a codebook for the interpretation of qualitative data.
- Students will be able to prepare a paper that effectively reports the results of qualitative research.
NOTES ON ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY:

• Lectures are conducted asynchronously using the tool EdPuzzle (available through Canvas). In lieu of in-person lecturing, you are required to watch all lecture videos and other required videos before class, as well as answer any questions with the videos in order to receive credit. Each lecture will be accompanied by a Canvas-based discussion board to ask questions about the lecture content.

• Most readings will be posted online through the tool Perusall (available through Canvas). Perusall allows you to ask questions and get answers through collaborative reading of the text. You are required to post thoughtful comments on each reading to engage with your fellow asynchronous students.

• Most readings are accompanied by an audio version of the text accessible through SoundCloud, so that you can complete the readings while away from your computer screen, or complement your reading of the text with audio support.

• Zoom will be used for any synchronous class sessions, including collaborative workshops and presentations.

NOTES ON LEARNING FROM AN ASYNCHRONOUS CLASS:

• This class is self-paced over the course of the second summer session, which begins Monday, July 26, 2021 and ends Friday, August 27, 2021. You can move through the modules sequentially at a pace that works for you, but all work must be complete by the final day of class.

• At the same time, the nature of qualitative data collection requires more time to conduct interviews with enough depth, process qualitative data by reading transcripts, and taking enough time to sit in a field observation to watch meaningful events at the pace of everyday life.

• What this means is that you should do everything possible to NOT rush through all assignments at the end of the term, as you will miss the opportunity to gather feedback as you learn new skills.

• The first assignment asks you to reflect on yourself where you are right now and your life situation to develop a timeline for when you think you can complete the various asynchronous activities. My hope is that this will make the learning experience richer for you.
Course Policies:

• Evaluations
  – Students will be evaluated based on collaborative comments on the readings in Perusall, timely submission of thoughtful writing projects, and active engagement with their classmates.
  – Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at my.evergreen.edu. Students are not required to submit self-evaluations to their transcripts.

• Assignments
  – No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.

Academic Honesty Policy Summary:
From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

  TESC Statement on Academic Honesty
  http://www.evergreen.edu/advising/academic-honesty

  TESC The social contract – College philosophy

  TESC Student Conduct Code

Authorship
The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: http://creativecommons.org/) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Online Class Engagement Policies
The online learning environment is challenging for students and faculty alike. In order to gain the most from the class, the expectations of an Evergreen learning community also apply to the online environment. You are expected to treat everyone in the learning community with respect by promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression using high standards in reading, writing, lectures, and comments; handling all disputes in a spirit of goodwill; and respecting differences.

Specifically, in the online format, students are expected to:
• Engage with the asynchronous online tools (Canvas, Perusall, and EdPuzzle) in a timely fashion.

• Provide public comments (in Perusall, Canvas discussions, and Zoom chat) that are respectful of all community members.

**Holidays for Reasons of Faith or Conscience:**

Please inform me in writing within the first two weeks of the quarter if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let me know within that time frame, I will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: [https://www.evergreen.edu/policy/religious-observance](https://www.evergreen.edu/policy/religious-observance)
Assignments

Shared Annotation in Perusall

As there is no requirement to purchase books for this class, readings are provided at no cost to you online through Perusall. Perusall is an online tool that facilitates shared reading and learning in an online environment. Instead of reading alone, you will be reading with everyone in the class, as well as your faculty, contributing to a shared learning environment. All readings utilizing Perusall are required and count towards your evaluation.

Please make sure you are meeting the following requirements for each reading in order to get full credit:

1. At least one original contribution that engages in critical thinking and makes a substantive contribution about some part of the reading.
2. At least two responses to the original contributions of other students.
3. Make sure to complete the entire reading (some are divided into separate sections.)

Written Assignments

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font, using APA citation style. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate clear, straightforward writing with short paragraphs that avoids the use of jargon. I recommend having on hand The Elements of Style by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions. Details of all written assignments will be available in Canvas upon registration.
Assignment 1: Self-Reflection on Planning to Learn Qualitative Research in a Digital World
2 pages

Assignment 2: Observational Field Notes Journal
Minimum 2 pages, no maximum

Assignment 3: Conducting and Transcribing an Interview
Interview Protocol: 1 page
Transcription: No page limit
Reflection: 1 page

Assignment 4: Qualitative Codebook
Codebook: No page limit
Coded text: 1 page

Assignment 5: Qualitative Analysis Final Paper
5 pages
Tentative Course Outline:
Each module must be complete before the next module’s readings, videos, and assignments will become visible.

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<th>Asynchronous Session</th>
<th>Content</th>
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| Module 1             | Module 1: Understanding and interpreting research using qualitative methods  
Learning Objectives: Students will be able to develop a shared understanding of research using qualitative methods.  
Learning Objectives: Students will be able to assess what makes a piece of qualitative research “good” qualitative research.  
Readings:  
1. Miles, Huberman and na (2014, Chapter 1)  
2. Mack et al. (2005, “Qualitative Research Methods Overview”)  
Lecture Videos:  
1. Posted to Canvas by July 26, 2021  
Assignments Due:  
• Assignment 1 |
| Module 2             | Module 2: Reflexivity and the the central role of the researcher in qualitative research  
Learning Objectives: Students will be able to conduct observational field research and take effective field notes.  
Readings:  
1. Mann (2016)  
Lecture Videos:  
1. Posted to Canvas by July 26, 2021  
Assignments Due:  
• Assignment 2 |
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<th>Module 3</th>
<th>Module 3: Qualitative data collection through semi-structured interviews</th>
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<td>Learning Objectives: Students will be able to design and conduct a semi-structured interview.</td>
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<td><strong>Readings:</strong></td>
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<td>1. Rubin and Rubin (2005)</td>
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<td><strong>Lecture Videos:</strong></td>
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<th>Module 4: Qualitative coding</th>
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<td>Learning Objectives: Students will be able to develop a codebook for the interpretation of qualitative data.</td>
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<td><strong>Readings:</strong></td>
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<tr>
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<td>1. Emerson, Fretz and Shaw (2001)</td>
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<td>2. LaPelle (2004)</td>
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<td>3. MacQueen et al. (1998)</td>
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Module 5: Writing qualitative research

Learning Objectives: Students will be able to prepare a paper that effectively reports the results of qualitative research.

Readings:

1. Bleich and Pekkanen (2013)
2. Paulus and Lester (2021, “Writing and Reporting Findings to Become Public Scholars”)

Lecture Videos:

1. Posted to Canvas by July 26, 2021

Assignments Due:

• Assignment 5

NOTES ON READINGS

All readings will be posted to Canvas

Readings


