

*Note: this is a condensed version of the course intended for information only. The full version of the course was built on Canvas and is available to enrolled students.*

**UNIVERSITY OF COLORADO**  
**DEPARTMENT OF SOCIOLOGY**      **FALL 2020**

<b>QUALITATIVE DATA ANALYSIS</b> SOCY 7121-001 Wednesday 4:10-6:40 PM (Remote)	<b>PROFESSOR LESLIE IRVINE</b> leslie.irvine@colorado.edu Office hours: see scheduling link on Canvas
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## **Course goals**

I have ambitious goals for this seminar, and I look forward to a productive semester! Upon successful completion of this course, you will have:

- acquired the necessary skills to make sense of qualitative data;
- produced a potentially publishable paper;
- tried your hand at using qualitative data analysis software; and
- established work habits that, if maintained, will ensure the productivity characteristic of a rewarding career.

In addition, you will understand how the conceptual work involved in the data section of a paper differs from the theorizing involved in the conclusion. You will understand how qualitative researchers construct their written texts, resulting in different genres within the literature. Moreover, you will begin to see how one of these genres might well become a “home” for your research.

To succeed in this course, you must have data to analyze (although your data collection can still be in progress) and at least a basic familiarity with the literature relevant to your topic. You will work on your analysis, theorizing, and writing in segments. We will discuss each segment and you will receive peer reviews along the way. By the end of the semester, you will produce a draft of a paper based on the revised versions of these segments. .

## **Course format and requirements**

Our online meetings will begin with a check-in period intended to keep everyone accountable and to follow up on previous seminars. We will then discuss assigned readings and their applications. In addition, we will devote part of several seminars to work-shopping sections of your papers in pairs or small groups. We’ll conclude each session with goal-setting or refining.

Through reading, discussion, and peer review, I hope to create an environment that fosters creativity and productivity. I expect you to:

- attend all class meetings
- complete all readings as assigned
- keep task notes for discussion and bring them to seminar for reference

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- participate in and contribute to discussions
- present and submit the final paper

I have built numerous opportunities for peer motivation and support into the seminar. I will make suggestions and offer guidance, but the seminar's success depends on your participation and commitment. If you must miss one or more classes because of illness, conference travel, or other circumstances, please inform me so that we can ensure that you keep current with the course.

In the first meeting, we will discuss what you need the course to do for you based on your goals and the status and type of your research. The subject matter of the seminar could change, depending on the outcome of this discussion. In general, however, weeks 2-6 focus primarily on data analysis, although we will spend time each week discussing work habits and aspects of the writing process. We will dedicate weeks 7-10 mostly to theorizing, but we will discuss your ongoing data analysis, too. In weeks 11-13, we will cover the different genres of qualitative writing, but again, we will continue discussing progress and problems with analysis and theorizing. In week 16, you will present your work.

## **Zoom link**

<https://cuboulder.zoom.us/my/leslieirvine>

## **Evaluation criteria**

I will base 40 percent of your grade on your engagement in and contributions to the seminar. This includes demonstrating familiarity with the readings and asking relevant questions in discussions. This portion of your grade will also reflect your role in peer reviewing. I will base 60 percent of your grade on your paper and your presentation during the final meeting.

For final grades, I will use the rubric developed by the Department of Sociology's Graduate Committee for substantive courses:

A: Consistently performs well above expectations.

A-: Performs above expectations.

B+: Meets expectations.

B: Occasionally performs below expectations.

B-: Consistently performs below expectations.

C: Unsatisfactory work; indicates serious concerns regarding progression toward degree.

## **Required materials**

### **1. DIGITAL TEXT**

Richards, Lyn. 2014. *Handling Qualitative Data: A Practical Guide*. Thousand Oaks CA: Sage.

- Access this through the "Course Materials" tab in Course Navigation (to the left)
- This text has an **outstanding** [companion website](#).

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## 2. ADDITIONAL READINGS

I have posted the assigned journal articles and book excerpts here on Canvas. I'll revise these to suit the approaches and types of data students in the seminar are analyzing.

## 3. JOURNAL-TYPE NOTEBOOK (paper or digital)

You will use a dedicated notebook to record goals and reflections in class. Have this with you each week.

DATE	SEMINAR AGENDA	WHAT TO READ FOR TODAY	WHAT'S DUE TODAY
8/26	Introductions; overview; project status reports; fine-tuning the syllabus		
9/2	<b>Check in:</b> Your work plan and accountability  <b>New topics:</b> Setting up your project, Recording, storing, and reducing data	<ul style="list-style-type: none"> <li>Richards, Introduction and Chapters 1 through 3</li> <li>Belcher, Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>Create a daily and weekly work schedule for the semester (based on Belcher reading. Note that her “writing” becomes our “work.”). Bring to seminar.</li> </ul>
9/9	<b>Check in:</b> Work schedule  <b>New topics:</b> Coding overview. Types of academic articles; understanding academic journals, audiences, and editors	<ul style="list-style-type: none"> <li>Richards, Chapters 4 and 5</li> <li>Saldaña</li> <li><i>Optional:</i> Watch <a href="#">"Get up and Running with NVivo"</a></li> </ul>	<ul style="list-style-type: none"> <li>Get at least some of your data into analyzable format, if it is not already (i.e., Word files for text-based data; jpeg for visual; mp3 for audio). Organize your data so that you can easily access it. Back it up so that you could still access it if your computer died. Note what you still need to do to the data (i.e., transcribe) and when you plan to do this. Note what data you still need to gather and when/how you plan to gather it. Bring these notes to refer to in discussion.</li> <li>Choose one document from your project (or a portion of one) and complete exercises 1-6 at the end of Chapter 4 in Richards. Bring this to seminar.</li> <li>Choose one document or data item (or a portion) in your project and complete exercise 1 at the end of Chapter 5 in Richards. Bring the resulting notes to seminar.</li> </ul>
9/16	<b>Check in:</b> Review of coding exercise; follow up on work plan; model articles; avoiding traps  <b>New topics:</b> Making sense of data:	<ul style="list-style-type: none"> <li>Richards, Chapters 6-8</li> <li>Deterding and Waters</li> <li>Ryan and Bernard</li> <li>Kleinman and Kolb</li> </ul>	<ul style="list-style-type: none"> <li>Begin coding based on the “data up” and “top down” exercise in Richards, p. 132, #1).</li> </ul>

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	coding queries; guarding against confirming what you already believe; saturation, reliability, validity. The value of finding a model article; the role of shelf searches and hard copies		
<b>9/23</b>	<p><b>Check in:</b> Journals; coding and querying progress; “time management”</p> <p><b>New topics:</b> Conceptualizing and theorizing: understanding the difference and relationship; drawing on data, but transcending it; seeing what’s there (and not there)</p>	<ul style="list-style-type: none"> <li>Richards, Chapter 9</li> <li>Irvine et al.</li> <li>Puddephatt et al., Part I</li> </ul>	<ul style="list-style-type: none"> <li>Journal assignment (provided on Canvas).</li> </ul>
<b>9/30</b>	<p><b>Check in:</b> Data to theory progress</p> <p><b>New topics:</b> Grounded theory and beyond</p>	<ul style="list-style-type: none"> <li>Puddephatt et al., Part II</li> <li><i>If using NVivo:</i> Watch <a href="#">this video</a> and begin exploring your coding with queries</li> </ul>	
<b>10/7</b>	<p><b>Check in:</b> coding and theorizing progress; work plan follow-up</p> <p><b>Workshop:</b> Peer review of methods sections</p> <p><b>New topics:</b> Writing 1: The structure of a qualitative paper; specifics of the methods section; authority and voice</p>	<ul style="list-style-type: none"> <li>Puddephatt et al., Part III</li> <li>Richards, Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>Draft of your methods section. Review the methods section in your model article as a potential guide. Bring two hard copies.</li> </ul>
<b>10/14</b>	<b>Check in:</b> Coding and theorizing progress reports	<ul style="list-style-type: none"> <li>Puddephatt et al., Part IV</li> </ul>	

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	<b>New topics:</b> Writing 2: The data (or “findings”) section		
<b>10/21</b>	<p><b>Check in:</b> Insights on writing methods sections; follow up on coding and other tasks</p> <p><b>Workshop:</b> Peer review of data section outlines</p> <p><b>New topics:</b> Writing 3: Beginnings and Endings: the importance of openings and conclusions; types of openings; literature reviews; common pitfalls to avoid; why titles matter</p>	<ul style="list-style-type: none"> <li>• Puddephatt et al., Part V</li> <li>• Fine</li> </ul>	<ul style="list-style-type: none"> <li>• Outline of data section; bring two hard copies.</li> </ul>
<b>10/28</b>	<p><b>Check in:</b> work schedules</p> <p><b>New topics:</b> Genres; Types of feedback</p>	<ul style="list-style-type: none"> <li>• Puddephatt et al., Part VI</li> <li>• Gubrium and Holstein, up to p. 14 (stop at “Leading Questions”)</li> </ul>	
<b>11/4</b>	<p><b>Check in:</b> External and internal interruptions; dealing with procrastination</p> <p><b>Workshop:</b> peer review of conclusions</p> <p><b>New topics:</b> Genres; Writing 4: Grammar, punctuation, and style</p>	<ul style="list-style-type: none"> <li>• Adler and Adler</li> <li>• Van Maanen 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of your conclusion. Review your model article’s conclusion as a guide. Bring two hard copies.</li> </ul>
<b>11/11</b>	<p><b>Check in:</b> Progress reports</p> <p><b>New topics:</b> Genres;</p>	<ul style="list-style-type: none"> <li>• Van Maanen 4-Epilogue</li> </ul>	

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	Writing 5: Types of revising; making the most of editing features in Word; cutting, adding, and changing		
<b>11/18</b>	<p><b>Check in:</b> Progress reports; analytic challenges and problematic sections of papers</p> <p><b>Workshop:</b> Peer review of introductions</p> <p><b>New topics:</b> Odds and ends; brainstorming; priming the pump; submitting your article—and what happens next</p>	<ul style="list-style-type: none"> <li>• Jerolmack and Murphy</li> <li>• Martin</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of introduction. Bring two hard copies.</li> </ul>
<b>11/25</b>	No class		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>12/2</b>	Presentations		<ul style="list-style-type: none"> <li>• 10-minute presentation</li> </ul>
<b>12/13</b>			<ul style="list-style-type: none"> <li>• Final papers due in Canvas</li> </ul>

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## CU POLICIES

### Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behaviorLinks to an external site.](#) and the [Student Code of ConductLinks to an external site.](#).

### Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical ServicesLinks to an external site.](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict ResolutionLinks to an external site.](#) For more information, see the policies on [COVID-19 Health and SafetyLinks to an external site.](#) and [classroom behaviorLinks to an external site.](#) and the [Student Code of ConductLinks to an external site.](#) If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus. Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations CourseLinks to an external site.](#) Before coming on to campus each day, all students are required to complete a [Daily Health FormLinks to an external site.](#) *{Faculty, add if applicable: In this class, you may be reminded of the responsibility to complete the [Daily Health FormLinks to an external site.](#) and given time during class to complete it.}*

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting FormLinks to an external site.](#) remotely. In this class, if you are sick or quarantined, *{Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you.}*

### Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can



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be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services websiteLinks to an external site.](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical ConditionsLinks to an external site.](#) on the Disability Services website.

### **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

### **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office websiteLinks to an external site.](#).

### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting \(Links to an external site.\)](#), and the campus resources can be found on the [OIEC websiteLinks to an external site.](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

### **Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

See the [campus policy regarding religious observancesLinks to an external site.](#) for full details.