

CMM 352:

Qualitative Communication Research Methods

Department of Communication
Spring 2019 - SUNY New Paltz
3 credits, T/F 11 - 12:15 pm - HUM 238

Instructor Info:

Professor: Stephen M. DiDomenico, Ph.D.¹

Office: 49 CSB (Coykendall Science Building)

Office Hours: Mon. 12 - 1 pm, Tues. 3 - 5 pm, Wed. 3 - 4 pm (& by appt.)

Email: didomens@newpaltz.edu (Please allow up to 48 hours for a response)

Catalog Description:

Provides undergraduates with an introduction to the methodology and practice of qualitative research. Students are exposed to research paradigms, approaches to qualitative research, data collection and analysis and how to critique research literature.

Course Overview:

Research is virtually everywhere in our daily lives: in news reports and TV talk shows, in textbooks and scholarly journal articles, and in political debates and various levels of government decision-making, among many, many other examples. Where as quantitative research often involves summarizing broad trends in terms of numbers or attempting to isolate causal mechanisms, a qualitative lens emphasizes documenting the processes through which people construct various kinds of social and communicative phenomena. As such, learning the craft of qualitative inquiry and methods enables a person to more ably reflect about ordinary communicative conduct and troubles in relationships, the workplace, and their communities. The class is geared to cultivating the observing, questioning, analyzing, and writing skills that will be essential to success in your professional life. A variety of in-class exercises will help you to develop your methodological skills: critiquing research articles, using the Internet, research ethics, and research projects.²

Pre-Requisites: None, though prior knowledge of research methods is helpful

Learning Objectives:

Upon successful completion of this course, students should be able to:

- 1. Identify the stages of social scientific communication research (e.g., review prior literature/theory, develop research questions/hypotheses, collect data, etc.)
- 2. Explain the procedures, underlying assumptions, and advantages/disadvantages of different qualitative research tools.
- 3. Apply principles of ethical reasoning throughout the research process.
- 4. Apply writing conventions appropriate for academic and professional audiences.
- 5. Analyze elements of research data and published research studies.
- 6. Design basic research that may contribute to answering communication questions and solving communication problems.

¹ Pronounced DEE-DOE-MEN-ICK-OH

² Portions of this text is adapted from course syllabi by Karen Tracy and Keith Hampton.

Format:

Our class sessions will primarily consist of lecture presentations, discussion, and hands-on exercises.

Course Website:

Blackboard (<https://bbnewpaltz.sln.suny.edu/>) will be a central resource for information and you will be expected to check it regularly. Announcements, assignment prompts, student grades, and supplemental readings and other resources will all be posted to this site.

Readings & Other Materials:

To do well in the course, you also need to keep up with the demanding reading load. Readings will often be challenging, requiring significant concentration and discipline. Readings are to be completed before coming to class. Class lectures will be designed to supplement, not replace, the readings. Please make sure you bring the day's assigned reading(s) with you to our sessions together.

1. REQUIRED: Two main texts:

Hennink, M., Hutter, I., & Bailey, A. (2010). Qualitative research methods. Sage.

Galman, S. C. (2016). The good, the bad, and the data: Shane the lone ethnographer's basic guide to qualitative data analysis. Routledge.

2. REQUIRED: A three-ring binder

A binder is required in order for you to keep course materials (e.g., handouts, notes, quizzes, etc.) organized and easily accessible. I hole punch everything in an effort to help you stay organized, so it is to your advantage to keep all materials organized in your binder! Purchasing a binder is also worth easy points towards your *FIRST QUIZ GRADE*.

3. REQUIRED: Additional PDF readings available via Blackboard**4. REQUIRED: A pack of 3" x 5" notecards****Level of Challenge:**

Expect to be challenged. This course is technical one where we will develop more sophisticated and complex insights about how to see and think about the world than you have previously encountered. The benefits that can be had from taking this course are many. For instance, career success often requires knowing how to use social research methods. Also, being an informed citizen requires knowing how to evaluate research results.

Methods of Assessment:

Overall student involvement	5%	Regular Quizzes	15%
In-class exercises	10%	Midterm Exam	10%
Short MIA assignments	20%	Final Exam	15%
IRQ project	25%		

1) INVOLVEMENT/PARTICIPATION 15% total

- Overall Student Involvement - 5%

To do well in the course, you need to be present (also see the "Attendance" section), pay close attention to the overarching "story" that is being told over the course of the term, and actively

engage in meaningful discussions with your peers and the instructor (during class sessions, office hours, review sessions, etc.). You should always attend class sessions since the exams will often assess material that may have been presented in lectures, discussions, or other in-class communicative activities, but not in the readings (and conversely). Participation is essential to succeeding in this course since (a) it gives you a chance to test out your understanding of the concepts and (b) this will help keep you engaged with the course material. If, during the course of a session, anything is unclear, please ask a question! If something doesn't make sense to you, it probably doesn't make sense to other people either.

- In-class Exercises - 10%

From time to time you will be asked to complete short in-class exercises designed to give you hands-on practice with concepts or techniques we are exploring in the class.

2) SHORT "METHODS-IN-ACTION" (MIA) ASSIGNMENTS - 20%

A pair of short assignments will give you hands-on practice with research topics we are exploring in class, such as creating research questions, participant observation, and/or analyzing data using qualitative methods. More details on each of the assignments below will be provided at later dates.

3) INVESTIGATING RESEARCH QUESTIONS (IRQ) PROJECT - 25% total

This project will consist of a series of assignments that culminate in a well researched and constructed literature review on a communication-related topic that you find intriguing. More details will be provided in additional handouts throughout the semester.

4) EXAMINATIONS - 40% total

- Reading Check Quizzes - 15%

Regular "reading check" quizzes will be given at every class session. They are designed to (a) assess your comprehension of the assigned readings and (b) encourage you to come to sessions prepared. Quiz formats may consist of multiple choice, matching, true/false, and/or short answer questions. All quizzes given during the semester will be weighted equally. At the end of the semester, your lowest 2 quiz grades will be dropped. You must be present in class to complete quizzes. Absolutely no makeups will be given, so plan ahead.

- Exams - 25% (Midterm exam 10%, Final exam 15%)

Two exams will test your knowledge of concepts from the required readings, lectures, discussions, and in-class exercises. The exams may consist of a combination of "objective"-type questions (multiple choice, true/false) and written-response questions (short answer, essay). The final exam may contain questions that cut across the entire course. To prepare for each exam, I suggest that you keep thorough notes from course readings, lectures, and discussion. In an effort to help with this task, I typically review key concepts at the beginning and end of each of our sessions together.

Course Policies:

I. Attendance

Attendance and punctuality are expected for in this class. Missing sessions will mean you are not exposed to material that you will be expected to know and understand (my lectures will almost always go beyond what is in the readings) and possibly missed in-class exercise points. If you are absent more than twice, your final grade will fall by three percentage points for every absence. My absence policy does not distinguish between excused and unexcused absences, so

save your two allowed absences for emergencies. Regardless of the reason for an absence, you are responsible for talking to a peer to find out what material you missed (do not email me to request written summaries of class). Chronic lateness can also lead to penalties towards your overall grade.

II. Academic Integrity

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. It is expected that all students enrolled in this class support the letter and the spirit of New Paltz's institutional mission. New Paltz's policy on academic integrity is found at www.newpaltz.edu/ugc/policies/policies_integrity.html, and several excellent resources to help with avoiding plagiarism are available on the Sojourner Truth Library's website: lib.newpaltz.edu/assistance/plag.html.

Examples of academic dishonesty include:

- submitting somebody else's work as your own;
- submitting work that is identical or near identical to another student's;
- using an iClicker for another student;
- cheating on exams;
- and failing to provide sufficient details about where the materials you use in your papers come from.

Avoid plagiarism by being very careful that it is clear to the instructor that your work is your own and not anyone else's. If you use sources in your assignments, be sure to always follow APA format (see course materials for more details). If you are doubtful about issues regarding plagiarism or scholastic dishonesty, please feel free to discuss them with me. The consequences of scholastic dishonesty are very serious, from receiving a score of zero on the assignment and possibly face expulsion.

III. Grading Scale

Final course grades in this course will be determined on a straight percentage scale:

A 93-100	A- 90-92	B+ 88-89
B 83-87	B- 80-82	C+ 78-79
C 73-77	C- 70-72	D+ 68-69
D 60-67	E 0-59	

With regard to grading more generally, there are three important points I wish to emphasize:

- (1) It is my genuine desire to help you excel in this course.
- (2) It is your responsibility to demonstrate that your work is more than just 'satisfactory'.
- (3) Remember that I do not give you a grade - you must earn one.

IV. Grade Inquiries

Grades will be made available as soon as possible following the submission deadline for any assignment. If you have any questions after you receive a grade, we ask that you wait 24 hours from the time you received the document back. In accordance with FERPA (the Family Educational Rights Privacy Act), we will not discuss any grades over email. If you want to appeal your assignment grade, you must turn in to me a well-written, typed critique of your

work on the assignment within one week of the assignment being handed back (after one week, the grade stands as posted). The critique must make the case for why your work is better than the assigned grades reflects. Although this critique is a requirement, the content of it may not be sufficient to warrant a grade change.

V. Late Work

I expect all work to be turned in at the beginning of class on the due date. Assignments cannot be accepted late unless prior arrangements are made. Technical problems (including, but not limited to, power outages, erased/lost disks or jump drives, viruses, inaccessible networks, inability to print, etc.) do not in themselves constitute legitimate excuses for late or missing work. Please note that late course registration does not constitute a university-approved excuse.

VI. Extra Credit

Several extra credit opportunities may be made available during the semester. All extra credit will be capped at 10 points per student.

VII. Technology Use in the Classroom

The Department of Communication encourages the free exchange of ideas in a safe, supportive, and productive learning environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Behavior that distracts students and faculty during class sessions is therefore not acceptable (e.g. cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, etc.). For this reason, use of computers and mobile devices is strongly discouraged. From past experience, I know that students with these items are tempted to spend class time reading e-mail, texting, looking at facebook, etc. This degrades the quality of your education. Instead of engaging in these activities before class, try re-reading your notes, reminding yourself of what puzzled you about an assigned reading, or discussing our next assignment with a classmate. This will make you more receptive to the material and more able to participate during discussion opportunities. Our time together each week is relatively short and you owe it to yourself to maximize the educational experience you are entitled to (and, furthermore, may be paying for). If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class session.

VIII. Computer and Network Policies Statement:

Users of New Paltz's computer resources and network facilities are required to comply with the institutional policies outlined in the Acceptable Uses and Privacy Policy and other technology policies, available at www.newpaltz.edu/itpolicy/.

IX. Professionalism & Professional Development

Working towards a college degree is not only about developing knowledge from different academic disciplines, but also developing a strong work ethic and a sense of professionalism. In the latter case, this often involves things like meeting deadlines, being strategic with the resources and instructions previously provided to you, and, when appropriate, depending on your colleagues (peers) in order to collaborate and successfully complete tasks. While this is not always an explicit goal in the assignments that I give in this course, this principle of professionalism is something I reserve the right to reference (for instance, when considering requests to accept late work) as I work to do my job to teach you not only about the subject

matter of this course, but also prepare you for the norms and expectations of being a working professional after graduation.

X. Proper Email Communication

The way you compose (and proofread) your emails is an important aspect of your self-presentation in any class. Here are the five principles I will expect you to follow when using this medium of communication to contact me:

1. Include the course & section number (CMM 352) in the subject line;
2. Including a greeting and form of address that is professional and appropriate to student-professor interactions (in most cases, you'll need to choose an appropriate honorific);
3. Clearly indicate what your question is. The more relevant information you provide, the more helpful and timely my response can be;
4. Sign off the email ("Thank you" is usually fitting but other common alternatives include "Best", "All the best", "Sincerely", etc.);
5. Be sure to include your FULL NAME at the end of the email.

XI. Lecture Notes/Outlines

There are no lecture notes or handouts guaranteed for this course (though I may pass some out from time to time). Psychologists know that people learn best when using as many of their senses as possible including sight, sound, and touch. It is also through repetition that we are able to memorize things better. So, by reading and making notes while you progress through the assigned readings, listening and remaining actively engaged during our sessions, keeping your own class notes, and playing an active part in discussions, you will enhance your grasp of the level of knowledge and understanding necessary for success in the course. If you miss a class session, you are fully responsible for getting lecture notes from a classmate. *To reward those who take notes while they make their way through the readings, a single handwritten, loose sheet of paper or a single notecard with notes may be used during any quizzes.*

XII. Academic Accommodations for Students with Disabilities

Reasonable accommodation of individuals with disabilities statement: Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (Student Union, Room 210, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students' instructors with an Accommodation Memo verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director (knappd@newpaltz.edu) or Jean Vizvary, Director (vizvaryj@newpaltz.edu).

XIII. Veteran & Military Services

New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to www.newpaltz.edu/veterans; call 845-257-3120, -3124 or -3074; e-mail np-vms@newpaltz.edu; or stop by the Student Union, Room 100 South.

XIV. Student Evaluation of Instruction (SEIs)

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback

and use it to improve my teaching and planning. Please complete the online form during the designated period towards the end of the term.

XV. Black Solidarity Day

Black Solidarity Day is observed on the first Monday of November, the day before Election Day – is Monday, November 6. Students who choose to participate in Black Solidarity Day should notify their professors beforehand and will not be held accountable for absence on that day.

XVI. Other Resources for Students

Center for Student Success

- Campus Location: Old Main Building, Room B106
- Phone: 845-257-3580
- Web: <https://www.newpaltz.edu/studentsuccess/>

The Center for Student Success promotes student learning, academic engagement, and timely degree completion through the coordination of peer-based academic support programs and the management of the College's Academic Success Referral System. Through collaborative efforts with faculty, academic departments and student services, the Center provides an inclusive, student-oriented learning environment which stimulates academic engagement and the acquisition of knowledge, skills and personal attributes in support of lifelong learning.

Campus Counseling Services

- Campus Location: Student Health and Counseling Center
- Phone: 845-257-2920
- Web: <https://www.newpaltz.edu/counseling/>

The Psychological Counseling Center (PCC) provides preventative and clinical services to the New Paltz campus community, to enhance a student's ability to succeed academically and participate fully in the college experience. Group and individual psychotherapy, referral assistance, and emergency services are available for all currently-enrolled students. There is no charge for PCC services. Students who utilize our psychotherapy services may discuss in confidence any worries, distressing feelings, or difficult situations they are experiencing. Our goal is to assist students as they navigate life's challenges within the context of a rigorous and demanding academic environment.

Call us at 845-257-2920 or walk in to the Student Health and Counseling Center building to make an appointment. Our regular business hours are Monday - Friday 8:30 a.m. to 5 p.m. Our summer hours are Monday - Friday 8 a.m. to 4 p.m. Our FAX number is 845-257-3162. When mental health emergencies occur after-hours and on the weekends, contact the PCC "Emergency Contact for Student Consult" (ECSC) by calling the University Police Department (UPD) at 845-257-2222 and requesting assistance. UPD will contact the PCC "Emergency Contact" who will call you directly.

Telephone Help Lines

1. Local Service: OASIS Peer Support Service

Students in crisis who wish to speak with a trained peer volunteer rather than a PCC mental health professional, may call the OASIS Peer Support Service at 845-257-4945 or stop by the OASIS office in DEYO HALL G13c between the hours of 8 p.m. to 1 a.m. daily.

2. Local Service: HAVEN Peer Support Service

Students experiencing sexual assault, rape, or relationship violence who want immediate support may contact a PCC mental health professional, or a trained peer volunteer at the HAVEN Peer Support Service at 845-257-4930 or stop by the HAVEN office in DEYO HALL G13c between the hours of 8 p.m. to 1 a.m. daily.

3. National Suicide Prevention Lifeline – (800) 273-8255

-Federally funded 24 hour telephone hotline available for anyone feeling suicidal or under emotional distress

4. The Trevor Project – (866) 488-7386

-The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to LGBTQ and questioning young people ages 13-24.

Shuttle Escort Service

- Phone: (845) 257-3338

- This service is intended for use whenever you feel that walking alone may not be in your best interest. Escort services are available from 10 p.m. - 4 a.m. during the fall and spring semesters (excluding holidays when classes are not in session).

Tentative Session Schedule:

(HHB = Qual. Res. Methods, Galman = “The Good, the Bad, the Data...”

Session #	Date	Topic	Reading(s) Due	Assign. Due
<i>Unit I - Conceptual Foundations of Qualitative Inquiry</i>				
WEEK 1:				
1	T Jan 22	Course overview, Why learn about communication research?	N/A	
2	F Jan 25	Intro to Comm. Research	1) BB Item #1 & 2) HHB Ch. 1	
WEEK 2:				
3	T Jan 29	Scholarly Paradigms & Principles of Qualitative Research	1) BB Item #2 & 2) HHB Ch. 2 (only p. 8-12)	

4	F Feb 1	More Principles of Qualitative Research	1) HHB Ch. 2 (only p. 12-26) & 2) BB Item #3	
WEEK 3:				
5	T Feb 5	Intro to the "Design Cycle" & Research Questions	1) HHB Ch. 3 (p. 31 - 36) & 2) BB Item #4	
6	F Feb 8	More on the Design Cycle	HHB Ch. 3 (p. 36 - 60) & Galman, p. 24-27	
WEEK 4:				
7	T Feb 12	Literature Reviews I	BB Item #5	
8	F Feb 15	Reading & Using Research; Using the Library in Comm. Research *Meet in Comp. Lab in STL*	BB Item #6	
WEEK 5:				
	T Feb 19	NO CLASS (Monday classes meet today)		
9	F Feb 22	Literature Reviews II & Intro to Ethics	TBD & HHB Ch. 4	IRQ Project Stage 1 Due
WEEK 6:				
10	T Feb 26	Ethics II	BB Items #7A, #7B, & #7C	
11	F Mar 1	Recruiting Participants	HHB Ch. 5	

***Unit II - Qualitative Toolkit:
Interviews & Focus Groups***

WEEK 7:

12	T Mar 5	Planning Interviews	HHB Ch. 6 (only p. 108 - 123)	
13	F Mar 8	Conducting Interviews	HHB Ch. 6 (only p. 123 - 134) & BB Item #8	

WEEK 8:

14	T Mar 12	Planning Focus Groups	HHB Ch. 7 (only p. 136 - 154)	
15	F Mar 15	Conducting Focus Groups	HHB Ch. 7 (only p. 154 - 168) & Item #9	

WEEK 9:

		March 18 - 22 Spring Break! Be safe & have fun!		
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WEEK 10:

16	T Mar 26	Catch Up & Review		IRQ Project Stage 2 Due
	F Mar 29	Midterm Exam		

***Unit III - Qualitative Toolkit:
Observation, Ethnography, & Discourse-centered Methods***

WEEK 11:

17	T Apr 2	Ethnographic Methods I: Participant Observation vs. Ethnography (Note: 10/30 is the last day to withdraw without receiving a penalty grade)	HHB Ch. 8 (only p. 170 - 198) & BB Item #10 (focus on p. 812 - 815 & 815 - 822)	
18	F Apr 5	Ethnographic Methods II: Taking Field Notes & and Urban Ethnography	BB Item #11 BB Item #12	<u>MIA #1</u> Due Sunday April 7th by 11:59 pm
WEEK 12:				
19	T Apr 9	Ethnographic Methods III: Integrating Traditional Ethnography with Online Activity	BB Item #13	
20	F Apr 12	Discourse Analysis I: Overview	BB Item #14 (through p. 160) & Galman, Ch. 6	
WEEK 13:				
21	T Apr 16	Discourse Analysis II: Narrative Analysis	Galman, Ch. 5 & BB Item #15	
22	F Apr 19	Discourse Analysis III: Basic Principles of Conversation Analysis	BB Item #16 & BB Item #17A OR 17B	<u>MIA #2</u> Due Sunday April 21st by 11:59 pm
WEEK 14:				
23	T Apr 23	Discourse Analysis IV: Studying Talk and the Body in Everyday Life	BB Item #18	

24	F Apr 26	Data Analysis I	HHB Ch. 9 (p. 203 - 215) & Galman, Ch. 1 & 2	
WEEK 15:				
25	T Apr 30	Data Analysis II	HHB Ch. 9 (p. 215 - 227) & Galman, Ch. 3	
26	F May 3	Data Analysis III	Galman, Ch. 4 & HHB Ch. 11	
WEEK 16:				
27	T May 7	Data Analysis IV & Course Conclusion	BB Item #19	
Final Exam: May 14th, 10:15 - 12:15				

Bibliography of Supplementary Readings on Blackboard

BB Item #1

Davis, C.S., & Lachlan, K.A. (2017). "Ch 1: What is communication research?" in *Straight talk about communication research methods* (2nd edition), pp. 3 - 26. Dubuque, IA: Kendall-Hunt Publishing.

BB Item #2

Davis, C.S., & Lachlan, K.A. (2017). "Ch 2: Metatheoretical considerations, research perspectives, and research paradigms" in *Straight talk about communication research methods* (2nd edition), pp. 27 - 44. Dubuque, IA: Kendall-Hunt Publishing.

BB Item #3

McEwan, E.K. & McEwan, P.J. (2003). "Ch 5: The process question: How does it work?" in *Making sense of research*, pp. 75 - 90. Thousand Oaks, California: Corwin Press.

BB Item #4

Maxwell, J. (2013). "Ch. 4 Research questions: What do you want to understand?" in *Qualitative research design: An interactive approach* (3rd edition). Thousand Oaks, CA: Sage.

BB Item #5

Davis, C.S., & Lachlan, K.A. (2017). "Ch 3: Discovering what's already known: Library research" in *Straight talk about communication research methods* (2nd edition), pp. 45 - 64. Dubuque, IA: Kendall-Hunt Publishing.

BB Item #6

Monaghan, L. (2007). Read this first: How to read and present on complex texts. *A cultural approach to interpersonal communication: Essential readings*, pp. 449 - X. John Wiley & Sons.

BB Item #7A

Goffman, A. (June 18, 2015). The ethics of ethnography. *Slate*. Retrieved from:
http://www.slate.com/articles/news_and_politics/crime/2015/06/alice_goffman_s_on_the_run_is_the_sociologist_to_blame_for_the_inconsistencies.html

BB Item #7B

Waldman, K. (June 28, 2014). Facebook's unethical experiment. *Slate*. Retrieved from:
http://www.slate.com/articles/health_and_science/science/2014/06/facebook_unethical_experiment_it_made_news_feeds_happier_or_sadder_to_manipulate.html

BB Item #7C

Somashekhar, S. (May 20, 2015). How a highly cited same-sex marriage study fell apart under scrutiny. *Washington Post*. Retrieved from:
https://www.washingtonpost.com/politics/how-a-high-profile-same-sex-marriage-study-was-found-to-be-suspect/2015/05/20/04609b58-ff1c-11e4-805c-c3f407e5a9e9_story.html?utm_term=.38ca501bdc3e

BB Item #8

Miller, L. E., & Caughlin, J. P. (2013). "We're going to be survivors": Couples' identity challenges during and after cancer treatment. *Communication Monographs*, 80(1), 63-82.

BB Item #9

Braithwaite, D. O., Toller, P. W., Daas, K. L., Durham, W. T., & Jones, A. C. (2008). Centered but not caught in the middle: Stepchildren's perceptions of dialectical contradictions in the communication of co-parents. *Journal of Applied Communication Research*, 36(1), 33-55.

BB Item #10

Humphreys, L. (2005). Cellphones in public: social interactions in a wireless era. *New media & society*, 7(6), 810-833.

BB Item #11

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.

BB Item #12

Goffman, A. (May 8, 2014). How poor young black men run from the police. *Vice*. Retrieved from:
https://www.vice.com/en_us/article/how-poor-young-black-men-run-from-the-police

Optional:

Silverman, D. (2006). "Ch 3: Ethnography and observation" in *Interpreting qualitative data: Methods for analyzing talk, text, and interaction*, 3rd edition (pp. 88 - 93). London: Sage.

BB Item #13

Lane, J. (2016). The digital street: An ethnographic study of networked street life in Harlem. *American Behavioral Scientist*, 60(1), 43-58.

BB Item #14

Tracy, K., & Mirivel, J. C. (2009). Discourse analysis: The practice and practical value of taping, transcribing, and analyzing. In L. Frey & K. Cissna (Eds.), *Handbook of Applied Communication*. Mahwah, NJ: Erlbaum.

BB Item #15

TBD

BB Item #16

Hepburn, A., & Bolden, G. B. (2017). Chapter 1 in *Transcribing for social research*. Sage.

BB Item #17A

Bolden, G. B. (2006). Little words that matter: Discourse markers “so” and “oh” and the doing of other-attentiveness in social interaction. *Journal of Communication*, 56(4), 661-688.

BB Item #17B

Kevoe-Feldman, H. (2015). What Can You Do for Me? Communication Methods Customers Use to Solicit Personalization within the Service Encounter. *Communication Monographs*, 82(4), 510-534.

BB Item #18

DiDomenico, S., Raclaw, J., & Robles, J. (2018). Attending to the mobile text summons: Managing multiple communicative activities across co-present and technologically-mediated interpersonal interactions. *Communication Research*. doi: 0093650218803537.

BB Item #19

TBD

“One of the basic things I want to be able to give you is an aesthetic for social life. By that I mean in part we should have some sense of where it is deep, and to be able to see, and to pose problems”

– Harvey Sacks, *Lectures on Conversation*

“The operation of the teacher’s own mental habit tends, unless carefully watched and guided, to make the child a student of the teacher’s peculiarities rather than of the subjects that he is supposed to study. His chief concern is to accommodate himself to what the teacher expects of him, rather than to devote himself energetically to the problems of the subject matter. ‘Is this right?’ comes to mean ‘Will this answer or this process satisfy the teacher?’—instead of meaning, ‘Does it satisfy the inherent conditions of the problem?’ “

– John Dewey, *How We Think*