Introduction to Coding & Narrative Analysis
HUM 6930 2F08
Credit Hours: 2
Spring 2018
Contact Times and Locations: Online Course
Course Website: http://lss.at.ufl.edu

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Office hours*: Tuesdays, 1:30-3:30; Wednesdays, 9:30-11:30.
*_Please preschedule appointments. When necessary, appointments can be scheduled at other times and days; however, I am typically not available on Thursdays_.

Description

This course provides an introduction to the process of qualitative coding and narrative analysis based on some of the most commonly employed methods. Students will read about and discuss the process of qualitative coding, the development of coding skills, and ethical issues of presenting personal sensitive data; and then engage in a few sample coding exercises, including working on a nonsynchronous, paired coding practice. A brief introduction on Qualitative Data Analysis Software (QDAS) will also be presented.

During this course, we will read and discuss the topics through Canvas Discussion Board posts and responses.

This class relies heavily on class participation on an ongoing basis, so you are required to keep up with weekly Discussion Boards and to post in robust and meaningful ways.

Student Learning Objectives

Students will be able to do the following:
1. Identify and articulate common strategies (e.g., coding and memos) and the basic processes of qualitative coding.
2. Learn, practice, and demonstrate skills through the phases of individual qualitative coding, including initial (open), focused, axial, and theme building.
3. Learn, practice, and demonstrate skills in consensus building and intercoder reliability.
4. Learn how Qualitative Data Analysis Software can assist in coding qualitative data.

Notes about Course Readings

- Remember to log onto the UF VPN in order to access the FULL TEXT (and download pdfs if you wish) of the readings!
- Please note that for some weeks there are a number of readings. Don't be overwhelmed; most are short.
- The Charmaz and Saldana chapters have specific pages assigned per week. You may, of course, read ahead (i.e., the entire chapter), but the materials we discuss will focus on the pages noted.

Course Week	Slides	Topics	Readings & Assignments

1
1/3 – 1/7
	1-11	Coding Basics	1. Discussion #1 (Introductions)
			
			2. Reading Assignments
			
			    Charmaz, pp 43-57
			
			    Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 1-27, 38-42.
			
			    Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. Qualitative health research, 15(9), 1277-1288. http://journals.sagepub.com/doi/abs/10.1177/1049732305276687
			
			    Krippendorff, K. (2012). Content analysis: An introduction to its methodology. Sage. https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1232&context=asc_papers
			
			    Course Resource: O'Connor, H., & Gibson, N. (2003). A step-by-step guide to qualitative data analysis. *Pimatisiwin*: *A Journal of Indigenous and Aboriginal Community Health*, 1(1), 63-90. http://www.pimatisiwin.com/uploads/1289566991.pdf
			
			3. Discussion #2 (What Is Qualitative Coding?)

2
1/8 – 1/14
	12-19	Cycles of Coding
		
		First Cycle
			1. Reading Assignments
			
			    Charmaz, K. (2014). Constructing grounded theory. Sage. (pp 43-57)
			
			    Coding Tools & Tips #18. Center for Evaluation and Research. Tobacco Control Evaluation Center. http://programeval.ucdavis.edu/documents/Tips_Tools_18_2012.pdf
			
			    Khandkar, S. H. (2009). Open coding. University of Calgary, 23, 2009. https://pdfs.semanticscholar.org/432f/c5a51b7640a4373bf6b77a58b95561d129de.pdf
			
			    Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. *Family Practice*, 25(2), 127-131. (Link to pdf)
			
			    Burla, L., Knierim, B., Barth, J., Liewald, K., Duetz, M., & Abel, T. (2008). From text to codings: Intercoder reliability assessment in qualitative content analysis. *Nursing research*, *57*(2), 113-117. http://journals.lww.com/nursingresearchonline/Abstract/2008/03000/From_Text_to_Codings__Intercoder_Reliability.7.aspx
			
			    Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 27-28 (codebook development).
			
			2. Discussion #3
			
			3. Coding Exercises #1a and #1b.

3
1/15 – 1/21
	20-24	Memo Writing
		
		Coding Practice
			1. Reading
			
			    Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 2 (Writing Analytic Memos).
			
			    Charmaz, K. (2012). The power and potential of grounded theory. *Medical*

			Sociology Online, 6(3), 2-15. https://pdfs.semanticscholar.org/93d2/8c60474e31cedd4464c5b24ae0af2efbc090.pdf Birks, M., Chapman, Y., & Francis, K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing*, 13(1), 68-75. https://www.researchgate.net/profile/Melanie_Birks/publication/233751553_Memoing_in_qualitative_research_Probing_data_and_processes/links/548bd0940cf214269f1dd7f8.pdf Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 36-38 (Solo and Team Coding). 2. Discussion #4 3. Coding Exercise #2: Memo Writing
4 1/22 – 1/28	25-30	Second Cycle	1. Reading Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. Journal of advanced nursing, 62(1), 107-115. http://academic.csuohio.edu/kneuendorf/c63309/ArticlesFromClassMembers/Amy.pdf 2. Discussion #5
5 1/30 – 2/4	31-35	Axial Coding	1. Reading Charmaz, K. (2014). Constructing grounded theory. Sage. (pp 60-63) 2. Discussion #6 3. Coding Exercise #3
6 2/5 – 2/11	36-38	Coding Bias	1. Reading Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. Sage Open, 4(1), 2158244014522633. http://journals.sagepub.com/doi/full/10.1177/2158244014522633 2. Discussion #7
7 2/12 – 2/18	39-43	From Coding to Analysis Identifying Themes	1. Readings Bradley, E. H., Curry, L. A., & Devers, K. J. (2007). Qualitative data analysis for health services research: developing taxonomy, themes, and theory. Health services research, 42(4), 1758-1772. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1955280 2. Discussion #8 3. Coding Exercise #4
8 2/19 – 2/23	44-46	Qualitative Data Analysis Software	1. Reading Cope, D. G. (2014, May). Computer-assisted qualitative data analysis software. In Oncology nursing forum (Vol. 41, No. 3). http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=7ff03d60-e7a0-49a2-a803-a86e4c2f7ad7%40sessionmgr120 Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter

			1, pp 28-35.
			Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS. ti and NVivo, 1994–2013. Social Science Computer Review, 34(5), 597-617. http://journals.sagepub.com/doi/abs/10.1177/0894439315596311
			2. Assignment: Research, report, and discuss QDAS choices.
			3. Discussion #9 (QDAS presentations (*Option for oral presentation with written handout uploaded.)
			4. Discussion Board #10 (Final thoughts)

Course Schedule

Note: This schedule is subject to change. Once the course begins, please refer to the syllabus and materials in eLearning for the most current course schedule.

Assignments are due on or before Sunday nights at 11:59 p.m.

Assignments Summaries & Points
Note: See assignments in eLearning for full details and grading rubrics related to each assignment.

Assignment Groups	Percent of Grade
Discussions Boards	60%
Coding Exercises	25%
QDAS Presentation	15%

Evaluation and Grades

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		0.00

**Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa

Assignments
Please thoroughly read and review the all assignment specifications in the **Assignments** section available in the **eLearning** site. This will ensure you receive the most complete grade for your efforts.

Class Participation and Late Assignments
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

UF Policies
Academic Honesty
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

University Policy on Accommodating Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Academic Resources
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Career Resource Center, Reitz Union, 392-1601.
- Career assistance and counseling. http://www.crc.ufl.edu/ Library Support, http://cms.uflib.ufl.edu/ask.
- Various ways to receive assistance with respect to using the libraries or finding resources. Teaching Center, Broward Hall, 392-2010 or 392-6420.
- General study skills and tutoring. http://teachingcenter.ufl.edu/ Writing Studio, 302 Tigert Hall, 846-1138.
- Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/ Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess