



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES  
*Te Kura Mahinga Tangata*

# SOSC 416

## Qualitative Data Analysis

30 POINTS

TRIMESTER 1 + 2 2015

### Important dates

**Trimester dates:** 2 March to 15 November 2015

**Teaching dates:** 2 March to 16 October 2015

**Easter/Mid-trimester break:** 3–19 April 2015

**Mid-year break:** 2–12 July 2015

**Mid-trimester break 2/3:** 24 August to 6 September 2015

**Last Assessment Item due:** 8 October 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## Class times and locations

Lecture: Tuesday 2.10 pm – 4.00 pm New Kirk KK201

## Names and contact details

### COURSE COORDINATOR

Professor Kevin Dew  
Level 10, Murphy building, MY 1001  
Tel: 04 463 5291  
Email: [kevin.dew@vuw.ac.nz](mailto:kevin.dew@vuw.ac.nz)

### OFFICE HOURS

Tuesday 3–4pm

## Communication of additional information

Notices relating to Sociology students are posted on the Sociology notice boards, levels 9 and 10, Murphy building.

The School's website is at: [www.victoria.ac.nz/sacs](http://www.victoria.ac.nz/sacs).

## Prescription

Develops an understanding of sociological approaches to the analysis of documents, interview data and other forms of talk, and interactions between people and their environment. The course will cover different forms of content, thematic, narrative, discourse and conversation analysis. Analytic approaches will be applied to data through individual and group work.

## Course content

This outline provides a proposed general guide to the topics to be addressed during the course. Some topics could be extended across more weeks than timetabled below, and there will be flexibility for additions and deletions. Time will also be set aside to discuss essay assignments. The final format will be decided after consultation with students throughout the course.

### March

- 3 Methodologies and course planning
- 10 Content and thematic analysis
- 17 Structural narrative analysis
- 24 Using diaries
- 31 Eliciting stories through photos

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### MID-TRIMESTER BREAK 3 April – 19 April

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### April

- 21 Discourses and interpretive repertoires
- 28 Observing interaction

### May

- 5 Critical discourse analysis (Josh Barton)
- 12 Critical discourse analysis (Josh Barton)
- 19 Doing street (corner) sociology (Bronwyn McGovern)
- 26 Ethnomethodology

## **June**

- 2 Membership categorisation devices
- 4 **Essay 1 due**

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### **MID-YEAR BREAK 2-12 July**

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## **July**

- 14 Conversation analysis I: Turn construction units
- 21 Conversation analysis II: Sequence organisation
- 28 Conversation analysis III: Repair

## **August**

- 4 Using actor-network theory
- 11 Foucauldian discourse analysis
- 18 TBC

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### **MID-TRIMESTER BREAK 24 August – 6 September**

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## **September**

Remaining sessions will be based on student seminar presentations

## **October**

- 8 **Essay 2 due**

## **Course learning objectives (CLOs)**

Students who pass this course will be able to:

1. demonstrate knowledge of approaches to the analysis of documents – including content analysis and discourse analysis
2. demonstrate knowledge of approaches to the analysis of talk and interview data – including thematic, discourse and narrative analysis
3. demonstrate knowledge of approaches to the analysis of interactions – including conversation analysis and the use of membership categorisation devices.

## Teaching format

The course consists of one two-hour seminar per week.

Throughout the course students will be expected to 'collect' data that will be used in class discussions and analysis. Data collection activities will be outlined at the first session.

Students will also be expected to read assigned readings before seminars. Students will be notified about the readings prior to the seminars and readings will be available through Blackboard.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- submit two essays by their due date, and
- make a seminar presentation.

Attendance at class is not compulsory but you are advised to attend as many sessions as possible to ensure an adequate understanding of the material covered in the course and to make a regular contribution to group discussion.

## Workload

The expectations are that students will work 10 hours per point, therefore a 30point course equates to 300 hours over trimester 1 + 2 including scheduled contact time of 2 hours per week.

In addition to attending the seminars (60 hours for the year) students can expect to spend around 40 hours collecting data for seminar work, 60 hours reading preparation for seminars, 60 hours preparing assignment one and 80 hours preparing assignment 2.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay 1 (Word limit 4000)	40%	1,2,3	4 June
2	Essay 2 (Word limit 6000)	60%	1,2,3	8 Oct
3	Seminar Presentation (20 minutes)	0%	1,2,3	TBA

### **Essay 1 (Word limit 4000)**

**Weighting: 40%**

#### **Due date: 4 June, 4pm**

This essay will be based on data that students have collected during class exercises. For this essay you will develop a research question in relation to the data and analyse the data from two different methodological approaches. Discuss the insights that these approaches provide.

### **Essay 2 (Word limit 6000)**

**Weighting: 60%**

#### **Due date: 8 October, 4pm**

For this essay choose a topic of interest to you in relation to the course. For example, you could consider a theoretical exploration of a particular approach to data analysis, or make a collection of data to explore a particular approach in depth. Your final choice of topic needs to be made in consultation with the course coordinator.

## Marking Criteria

The marking criteria can be found at the end of this course outline.

## Seminar Presentation

### Due: In class time (date to be advised)

Students will be expected to provide a short (approx. 20 minutes) seminar presentation in the second trimester that will facilitate discussion on a topic of their choice relating to the overall format of the course.

## Submission and return of work

Assignments must be placed in the assignment box on Level 9, Murphy Building, to the side of the lifts. The Assignment Box is cleared at 4pm on the due date, all work is date-stamped, its receipt recorded, and then handed on to the appropriate markers. Marked assignments can be collected at the Murphy 9<sup>th</sup> floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday

## Extensions and penalties

### Extensions

Assignments are due on the dates stated. If for some serious reason you don't think you can get an essay in on time, see your supervisor **prior** to the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

### Penalties

Late submissions for student assignments in all Sociology and Social Policy courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note: assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

## Set texts

There is no set text or book of student notes for this course. Details on readings will be provided on Blackboard.

## Recommended reading

The following list provides some general and comparative readings. More information for the seminars and the essay assignments will be posted on BlackBoard.

### General and comparative readings

Bazeley, Pat (2013) *Qualitative Data Analysis: Practical Strategies*. London: Sage.

Blaikie, N. (2007) *Approaches to Social Enquiry: Advancing Knowledge*. Cambridge: Polity.

Coffey, A. & Atkinson, P. (1996) *Making Sense of Qualitative Data: Complementary research strategies*. Thousand Oaks: Sage.

Crotty, M. (1998) *The Foundations Of Social Research: Meaning and Perspective In the Research Process*. St Leonards: Allen & Unwin.

Denzin, N. & Lincoln, Y (Eds.) (2000) *Handbook of Qualitative Research*. Thousand Oaks, London, New Delhi: Sage.

Denzin, N. & Lincoln, Y. (2003) *Strategies of Qualitative Inquiry*. Thousand Oaks, London, New Delhi: Sage.

- Denzin, N. & Lincoln, Y. (Eds.) (2008). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, London, New Delhi: Sage.
- Dew, K. (2007) A health researcher's guide to qualitative methodologies. *Australian and New Zealand Journal of Public Health* 31 (5):433-437
- Ezzy, D. (2002) *Qualitative Analysis: Practice and Innovation*. St Leonards: Allen & Unwin.
- Holstein, J. & Gubrium, J. (Eds.) (2008) *Handbook of Constructionist Research*. New York: The Guildford Press.
- Hughes, John (1990) *The Philosophy of Social Research*. London: Longman
- Moses, J. Torbjorn K. (2007) *Ways of Knowing: Competing Methodologies in Social and Political Research*, Basingstoke: Palgrave.
- Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction*. Thousand Oaks, London: Sage.
- Silverman, D. (Ed.) (1997) *Qualitative Research: Theory, Method and Practice*. London: Sage.
- Wooffitt, R. (2005) *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*. London: Sage.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)

- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School Contact Information

Head of School:	Dr Allison Kirkman, MY1013 Phone: 463 5676, Email: <a href="mailto:allison.kirkman@vuw.ac.nz">allison.kirkman@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine, MY1023 Phone: 463 6132, Email: <a href="mailto:hal.levine@vuw.ac.nz">hal.levine@vuw.ac.nz</a>
Māori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Phone: 463 5432, Email: <a href="mailto:trevor.bradley@vuw.ac.nz">trevor.bradley@vuw.ac.nz</a>
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School Manager:	La'Chelle Pretorius, MY918 Phone: 463 6546, Email: <a href="mailto:lachelle.pretorius@vuw.ac.nz">lachelle.pretorius@vuw.ac.nz</a>
School Administrators:	Suzanne Weaver, Heather Day, Alison Melling, MY921, Phone: 463 5317; 463 5677; 463 5258, Email: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a> ,School of Social and Cultural Studies: <a href="http://www.victoria.ac.nz/sacs">www.victoria.ac.nz/sacs</a>

## Marking Criteria

<b>Description &amp; Coverage of Essay Topic</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Concise and thorough description of key themes; synthesizes across readings where appropriate.	<b>Very Good (Range: A- to B; 65-79):</b> Concise and thorough description of key themes; occasional synthesis across readings.	<b>Satisfactory (Range: B- to C; 50-64):</b> Adequate description of key themes; misses opportunities for synthesis across readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
<b>Organisation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	<b>Very Good (Range: A- to B; 65-79):</b> Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	<b>Satisfactory (Range: B- to C; 50-64):</b> An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Inadequate organization of ideas and arguments.
<b>Expression &amp; Argumentation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Makes an argument clearly supported by appropriate evidence.	<b>Very Good (Range: A- to B; 65-79):</b> Makes an argument and attempts to support with evidence.	<b>Satisfactory (Range: B- to C; 50-64):</b> The argument is not clear <b>OR</b> the argument is not supported adequately with evidence.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No argument made <b>AND</b> where assertions made are not supported with evidence.
<b>Insight &amp; Interpretation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Very Good (Range: A- to B; 65-79):</b> Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Satisfactory (Range: B- to C; 50-64):</b> Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient interpretation or application of themes; <b>AND</b> fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
<b>Style</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Clear and accurate writing; error free.	<b>Very Good (Range: A- to B; 65-79):</b> Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Satisfactory (Range: B- to C; 50-64):</b> Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
<b>Bibliography &amp; Referencing</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Contains proper and consistent citation and a complete bibliography.	<b>Very Good (Range: A- to B; 65-79):</b> Contains proper citation and a complete bibliography; some consistency errors.	<b>Satisfactory (Range: B- to C; 50-64):</b> Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008