

CMM-4800>

> Ethnography of >

> Communication

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Class meets: T & Th from 11 a.m. to 12:15 p.m. in PRH 13

Office Hours: M, W, & F from 11 to 1 pm or by appointment.

Course Credit: 3.0 hours

Pre-requisites: CMM 2000 & CMM 2800 or instructor's permission.

COURSE DESCRIPTION

Ethnography: ethnos- [from Greek] refers to “people, nation, class, caste, tribe, a number of people accustomed to live together” and -graphy [from Greek] refers to the “process of writing or recording” or “a writing, recording, or description.” (from The Online Etymology Dictionary <http://www.etymonline.com>)

The Ethnography of Communication (EOC) is a theoretical approach to the study of culture as it surfaces in and is constructed by communication practices that are shared, deeply felt, and accessible to members of a speech community. The EOC studies communication practices in particular contexts, and most importantly, from the perspective of those who partake in such practices. The first part of the semester will be devoted to the study of the theoretical foundations of the EOC. This theoretical foundation is crucial for understanding and knowing how to implement the different ethnographic methods necessary to carry out an EOC research project. The second part of the semester will cover some qualitative/ethnographic methods and we will learn how to use them. As the etymology of Ethnography indicates, the process of writing or recording is entailed in the meaning of the word, and as such, we will devote some time to the discussing the issues and politics of writing an ethnographic report.

COURSE GOALS

The EOC as a theory may be new to some of you, but some of the ethnographic methods that we will study are not. Since most of you have varied cultural backgrounds and have travelled quite a bit, you know what it means to arrive in a new city, observe, learn, and behave in ways appropriate to the culture. In that sense, you are all already using qualitative research methods and are potential ethnographers.

This course will:

- Help you develop a particular sensitivity to seeing how culture is located in the ways in which we communicate.
- Help you develop ethnographic research skills that will be useful and applicable beyond the academic world (work, everyday-life situations, family and interpersonal relationships, and so on)
- Help you appreciate and enjoy the art of culturally making sense of ordinary and taken-for granted behaviors that at first sight seem to mean nothing beyond what we already know.
- Develop in you a long-lasting skill/interest in analyzing how people talk to each other, when they do it, what expressions they use, how they pronounce words, how they greet each other, and so on, in order to find out what it means to them.

STUDENT LEARNING OUTCOMES


Upon completing this course, students will be able to:

SKILLS	ASSESSMENT
1. Understand the different communication research paradigms.	Exam, Quizzes, Class Discussion
2. Apply the definitions of culture and communication in their everyday lives.	Exam, Ethnographic Research Paper, Quizzes
3. Apply qualitative/ethnographic research methods effectively to specific communication situations.	Ethnographic Research Paper, Written Assignments 1, 2, & 3
4. Understand culture within communicative practices.	Exams, Quizzes, Class Discussion
5. Analyze how culture and communication reflect and construct certain aspect of human activity such as identity, relationships, and society.	Class Discussion, Exam, Ethnographic Research Paper, Written Assignments
6. Synthesize relevant peer-reviewed, and academic intercultural communication sources.	Ethnographic Research Paper
7. Use data collection methods ethically and effectively.	Ethnographic Research Paper
8. Use data analysis methods effectively.	Ethnographic Research Paper
9. Generate knowledge claims about cultural communication.	Ethnographic Research Paper, Written Assignments,
10. Write assignments following the standards of academic writing.	Ethnographic Research Paper, Written Assignments,
11. To apply effective organizational principles for high-impact presentations.	Final Project Presentation.
12. To design a high-impact PowerPoint presentation.	Final Project Presentation.
13. To speak extemporaneously in front of an audience.	Final Project Presentation, Class Discussion.
14. To argue their ideas clearly and effectively	Final Project Presentation, Ethnographic Research Paper, Class Discussion.
15. To demonstrate critical sensitivity and empathy (suspend their own cultural frameworks to avoid prejudice and negative judgment of different cultural systems).	Class Discussion, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom), Research Paper.
16. Manage their interactions with individuals from other cultures, and their same cultures, effectively in order to maximize mutual understanding and develop positive relationships.	Class Discussion, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom), Research Paper.

COURSE DYNAMICS

Overall, the structure of the course will include, lecturing, discussions, and activities & role plays. The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect you regularly read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to think, discuss, apply, exemplify, theorize, critique, and evaluate the materials you have read. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the skills outlined above and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-4800.

REQUIRED MATERIALS

 **Required Textbook:** Tracy, S. (2013). *Qualitative research methods: collecting evidence, crafting analysis, communicating impact*. Hoboken, NJ: Wiley-Blackwell.

 **Supplementary Readings** will be available in a Google Drive folder that I will share with you after the first day of class.

USEFUL BOOKS AVAILABLE AT THE LIBRARY

Bauman, R., & Sherzer, J. (Eds.). (1974). *Explorations in the ethnography of speaking*. London: Cambridge University Press.
 Baxter, L., & Babbie, E. (2004). *The basics of communication research*. CA: Wadsworth/ Thomson Learning
 Carbaugh, D. (2005). *Cultures in conversations*. Mahwah: Lawrence Erlbaum.
 Dahl, Ø. (1999). *Meanings in Madagascar: Cases of intercultural communication* London: Bergin & Garvey.
 Denzin, N. K. & Lincoln Y. S. (Eds.) (2005). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
 Fitch, K., & Sanders, R. (2005). *Handbook of language and social interaction*. Mahwah: Lawrence Erlbaum Associates.
 Gudykunst, W. (2000). *Asian American communication and ethnicity* Thousand Oaks: Sage Publications.

- Gudykunst, W., & Ting-Toomey, S. (Eds.). (1996). *Communication in personal relationships across cultures*. Thousand Oaks, CA: Sage Publications.
- Gudykunst, W. (Ed.). (2005). *Theorizing about intercultural communication*. Thousand Oaks, CA: Sage Publications Inc.
- Gumperz, J., & Hymes, D. (Eds.). (1986). *Directions in sociolinguistics: The ethnography of communication*. Oxford, NY: Basil Blackwell.
- Jandt, F. E. (Ed.). (2004). *Intercultural communication: A global reader*. Thousand Oaks, CA: Sage Publications.
- Kiesling, S., & Paulston, C. (2005). *Intercultural discourse and communication: The essential readings*. Malden: Blackwell Publishing Ltd.
- Lindlof, T. R. (2002). *Qualitative communication research methods*. Thousand Oaks, CA: Sage
- Madison, S. (2005). *Critical ethnography: Methods ethics and performance*. Thousand Oaks: Sage Publications.
- Monaghan, L., & Goodman, J. (2007). *A cultural approach to interpersonal communication: the essential readings*. Malden: Blackwell Publishing Ltd.

COURSE ASSIGNMENTS, POINTS & VALUE

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Exam #1 (Midterm)	100	21%	
Ethnography of Communication Research Paper	125	26%	
Written Assignment #1: Ethnographic Analysis of a Film (WA #1)	25	5%	
Written Assignment #2: Writing and Interpreting Ethnographic Fieldnotes (WA #2)	25	5%	
Quiz #1	25	5%	
Quiz #2	50	11%	
In-Class Data Analysis Session	Up to - 20		
Ethnography of Communication Research Paper Presentation	75	16%	
Attendance & Participation	50	11%	
TOTAL	475	100%	

DESCRIPTION OF ASSIGNMENTS

Format for the Quizzes: Quizzes will be short (two pages) and their focus will be to assess that you do the readings and understand them, that you are able to establish connections among them, and that you are able to apply your knowledge of the EOC as a method and methodology to hypothetical or real research situations. Quizzes will require that you write short answers to a range of 4 to 6 questions approximately. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment). Quiz #2 will have a special focus on application of methods to practice.

Format for the Midterm: Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to apply your knowledge of the EOC as a method and methodology to hypothetical or real research situations (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Ethnography of Communication Research Paper: You will conduct a traditional research study in which you investigate a cultural communication topic following the EOC as a theoretical framework and method (first you review existing research on your subject, write a research question, collect and analyze data, and write up your results). (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Ethnography of Communication Research Paper Presentation: You will prepare a conference-style presentation of your EOC Research Paper that you will deliver to the class. You will have to design a high-impact research presentation and avoid the typical/traditional slides filled with text (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Written Assignments: These assignments are short papers (4 pages) that will focus on one or two skills at a time. As the title of the assignment says, you will have to take a concept, theory, and/or skill and put it into practice. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Format Instructions:

The first 2 or 3 lines of the document should include the assignment number (e.g. Written Assignment #1), a title for the assignment, and your name. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed.

Margins: 1 inch (top, bottom, left and right)

Font: Times New Roman, 12-point font

Line spacing: The whole document needs to be double spaced

Length: 4 pages.

In-class Participation: Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described here. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

In-class Participation Grade: This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

How will you earn your in-class participation grade?

- An “A” in participation means that you almost always participate in class (as described above).
- A “B” in participation means that you frequently participate in class (as described above).
- A “C” in participation means that you sometimes participate in class (as described above).
- A “D” in participation means that you seldom participate in class (as described above).
- An “F” in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.

CAVEAT: Missing classes and lateness will lower your participation grade.

ELECTRONIC SUBMISSION OF ASSIGNMENTS

I will email you a “FILE REQUEST” from **Dropbox** that you’ll be able to use throughout the semester to submit all your written assignments. When you are ready to upload an assignment, follow the instructions through the link. You don’t need to open a Dropbox account if you don’t have one.

1. Requirements for electronic submissions:
2. You need to upload a **WORD** version and a **PDF** version of your assignment.
3. **FILE NAME FORMAT:** Label your file following this template:
 - a. TEMPLATE: Course # - first name initial + last name - name and number of the assignment
 - b. SAMPLE FILE NAME: *CMM4800-dchornet-WA#1.docx* (you need to use YOUR first name initial and last name ☺).
 - c. To prevent POTENTIAL VIRUSES in my computer, if your file name is not properly identified, I will not open it and I will delete it.
4. Assignments are due by **midnight** of the day assigned, but they can be submitted earlier as well.
5. **Note:** You’re fully responsible for uploading a word document that **opens correctly**. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

ATTENDANCE: Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class period. I expect you to pay attention to class materials. **Late arrivals** are highly discouraged since they are disruptive for the class. **Arriving 20 minutes** late or later will count as an absence. The schedule below contains a description of what will happen each day. Ask me and/or your classmates to make sure you do not miss anything that is not assigned in the schedule.

ABSENCES & PENALTIES: You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 5 points per unexcused absence after the second). **Missing 6 or more classes will be grounds to earn a failing grade.**

WHAT IS AN EXCUSED ABSENCE? Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. Since doctor's notes are not official excuses, I will use my discretion to excuse medical or other unofficial situations.

ABSENCES & ASSIGNMENT SUBMISSIONS: If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT VIA EMAIL OR ANY OTHER MEANS STIPULATED BY ME. You are more credible if you miss class and send me the assignment due, even if it is unfinished, than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

LATE WORK: You will lose 10% of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in class or electronically on the due day. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

MISCELLANEOUS POLICIES

CLASSROOM BEHAVIOR: Any behaviors that disrupt the flow of class in any way will not be tolerated. **Laptops, tablets, and cellphones** ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course. Students using these devices for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use them in the classroom.

POLICY ON STUDENT - INSTRUCTOR COMMUNICATION: If you need to contact me outside the classroom, use the email address listed in this syllabus. Since some parts of the semester are busier than others, in some situations I will be able to respond to your emails fairly quickly. However, during busier times you will have to allow 24 to 48 hours for my response.

GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

LETTER GRADES & PERCENTAGES

100-94%	93-90%	89-87%	86-84%	83-80%	79-77%	76-74%	73-70%	69-60%	59% >
A	A-	B+	B	B-	C+	C	C-	D	F

COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

TITLE IX STATEMENT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

STUDENT ACCOMMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

ACADEMIC INTEGRITY GUIDELINES

Students are required to abide by the Academic Integrity guidelines summarized below.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at:

http://www.slu.edu/Documents/Madrid/academics/Academic_integrity.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Suggested Timeline for the Final Research Paper

As you start collecting research, collecting data, analyzing it, writing, and revising, you are required to apply the knowledge that you are acquiring throughout the semester. Accordingly, I have suggested a timeline for you to work on your final research paper in a sequential and organized manner that follows the different topics covered in class. This way, you'll have a chance to take what we discuss in class and apply it to your final research paper as you work on it. **Be prepared to start your research study early in the semester.**

1. **Week 4:** Have a research proposal written (1 page outlining research interests and your potential idea/s for an EOC study).
2. **Week 5:** Have your Research Question/s (RQ/s) written.
3. **Week 6 & 8:** Start collecting and reading research articles (pdfs), book chapters (pdfs), and books to prepare to write the literature review.
4. **Week 8:** Start writing the Literature Review. The writing and re-writing of the literature review will continue during the remainder of the semester until it is finished.
5. **Week 9 & 10:** Identify the research methods that you are going to use and write up the "data collection and data analysis sections" of your study.
 - a. Start collecting data and immersing yourself in it by reading it several times.
6. **Week 11, 12, & 13:** Start analyzing your data and come up with potential "findings."
7. **Week 14, 15, & 16:** Start writing, re-writing "findings," your "discussion," and your "conclusion" sections.

TENTATIVE SCHEDULE

QRM= Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact. (our required text).

G-Drive = Google Drive Shared Folder.

This is a tentative schedule and it is subject to change as the semester progresses depending on your learning needs.

W Day		Class Description	Reading for the Day	Assignments Due
W 1	Th Jan 11	<ul style="list-style-type: none"> ↳ Course Introductions. ↳ What is the Ethnography of Communication (EOC)? 		
	T Jan 16	<ul style="list-style-type: none"> ↳ Introduction to qualitative research methods: The importance of self-reflexivity and context. 	QRM: Ch. 1- <i>Developing Contextual Research that Matters</i> .	
W 2	Th Jan 18	<ul style="list-style-type: none"> ↳ Introduction to qualitative research methods: Qualitative terminology to guide your research. 	QRM: Ch. 2- <i>Entering the Conversation of Qualitative research</i> (pp. 21-28).	
	Sun Jan 21	Last day to Drop a Class Without a Grade of W and/or Add a Class. Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options.		
W 3	T Jan 23	<ul style="list-style-type: none"> ↳ Introduction to qualitative research methods. Qualitative research paradigms: Situating and understanding the Interpretivist and Critical paradigms in context. ↳ Instructions for Final EOC Research Paper. 	QRM: Ch. 3- <i>Paradigmatic Reflections and the Theoretical Foundations</i> . (Read pp. 37-46)	
	Th Jan 25	<ul style="list-style-type: none"> ↳ Introduction to qualitative research methods. Qualitative research paradigms: Situating and understanding the Interpretivist and Critical paradigms in context. 	QRM: Ch. 3- <i>Paradigmatic Reflections and the Theoretical Foundations</i> . (Read pp. 47-63)	

	F Jan 26	No Classes Today		
W 4	T Jan 30	<p>↳ Introduction to the EOC: Understanding communication as a cultural phenomenon.</p> <p>↳ Important distinction: Ethnography as "Method" and Ethnography as "Methodology."</p>	<p>G-Drive: Carbaugh, D. (1988). <i>Comments on "Culture" in communication inquiry</i></p> <p>G-Drive: Brewer (2000). <i>Ethnography as a Method and Methodology.</i></p>	I add my own handout on culture and communication drawing from hymes, Geertz, philipsen. Cut and paste parts from their work.
	Th Feb 1	<p>↳ Introduction to the EOC: What is the Ethnography of Communication? its origins, its mission, and constituent themes.</p>	G-Docs: Philipsen & Coutu (2005). <i>The Ethnography of Speaking</i> (Part 1).	QUIZ #1
W 5	T Feb 6	<p>↳ Introduction to the EOC: What is the Ethnography of Communication? its origins, its mission, and constituent themes.</p>	G-Docs: Philipsen & Coutu (2005). <i>The Ethnography of Speaking</i> (Part 2).	
	Th Feb 8	<p>↳ Means of Communication and Meanings of Communication: Chinese term for take and its significance</p>	<p>G-Drive: Witteborn and Huang (2017). <i>Diaosi [Underdog Talk] as a Way of Relating in Contemporary China.</i></p> <p>Complement with Marwick & Boyd (2011) <i>"I Tweet honestly, I tweet Passionately: Twitter users, context collapse, and the imagined audience"</i></p>	
W 6	T Feb 13	<p>↳ Situated Use of the Means of Speaking: An illustration.</p>	<p>G-Drive: Wilkins (2009). <i>The Asiasta Puhuminen event.</i></p> <p>Complement with: Wilkins-2005-<i>The optimal form Inadequacies and excessiveness within the asiallinen [matter of fact] nonverbal style in public and civic settings in Finland</i></p> <p>And with wilkins 2017 from carbaugh's handbook.</p>	WA #1 Due today
	W Feb 14	Registration for Summer 2018 Session Begins		
	Th Feb 15	<p>↳ Critical Ethnography: Reinscribing critique within Ethnographic research.</p>	G-Docs: Madison (2005) Ch. 1 <i>Introduction to Critical Ethnography: Theory and Method.</i>	
W 7	T Feb 20	Midterm Exam	Midterm Exam	Midterm Exam
	Th Feb 22	Winter Break	Winter Break	Winter Break
	F Feb 23	Winter Break	Winter Break	Winter Break
W 8	T Feb 27	<p>↳ Writing the Literature Review: At this point, you should be ready to start constructing and writing your literature review. We'll discuss how to go about it.</p>	<p>G-Drive: Jesson, Matheson, & Lacey (2011) Ch. 5 <i>The traditional Review</i> (pp. 73-88)</p> <p>G-Drive: Jesson, Matheson, & Lacey (2011) Ch. 6 <i>Writing up the Review.</i></p>	
	Th Mar 1	<p>↳ Collecting Data. Take 1: Participant Observation and Fieldnotes.</p>	QRM: Ch. 6: <i>Field Roles, Fieldnotes, and Field Focus.</i>	
W 9	T Mar 6	<p>↳ Collecting Data. Take 2: Writing Fieldnotes that capture the Natives' Meanings.</p>	G-Drive: Emerson, Fretz, and Shaw (2011) <i>Pursuing Members' Meanings.</i>	
	Th Mar 8	<p>↳ Collecting Data Take 3: Preparing the Ethnographic Interview and Focus Group Discussion.</p>	QRM: Ch. 7- <i>Interview planning and design: Sampling, recruiting, and questioning.</i>	

	F Mar 9	Last Day to Drop a Class and Receive a Grade of W		
W 10	T Mar 13	↪ Collecting Data Take 4: Preparing the Focus Group Discussion.	QRM: Ch. 8- <i>interview practice: Embodied, mediated and focus group approaches</i> (pp 167-182).	
	Th Mar 15	↪ Data Analysis. Take 1: Cultural Discourse Analysis: The Ethnography of Communication converted into a data analysis method.	G-Drive: Carbaugh (2007) <i>Cultural discourse analysis: Communication practices and intercultural encounters.</i>	WA #2 Due today
W 11	T Mar 20	↪ Data Analysis. Take 2: Identifying and Analyzing the Components of a Communicative Situation.	G-Docs: Saville-Troike (2003) Ch. 4. <i>The Analysis of Communicative Events</i> (only pp. 108-143). Connect this chapter with the EO CHAPTER This chapter from troike is an illustration of CUDA descriptive mode	
	Th Mar 22	↪ Data Analysis Illustration: Analysis of Russian "sitting" and "drinking" rituals.	G-Drive: Nuciforo (2017). "Sitting" as a <i>Communication Ritual with Special Attention to Alcohol Consumption in Russian Culture</i>	
W 12	T Mar 27	Easter Break	Easter Break	Easter Break
	Th Mar 29	Easter Break	Easter Break	Easter Break
W 13	T Apr 3	↪ Data Analysis. Take 3: Thematic analysis. How to analyze "themes" or "patterns" in your data.	G-Drive: Braun & Clarke (2006) <i>Using thematic analysis in psychology.</i>	
	Th Apr 5	↪ Data Analysis. Take 4: General Data Coding. Two cycles of coding (Grounded Theory)	QRM: Ch. 9- <i>Data analysis: A pragmatic iterative approach.</i>	
W 14	T Apr 10	↪ An illustration of Grounded Theory in Action.	G-Docs: Donovan-Kickent, Tollison, & Goins (2011) <i>A grounded theory of control over communication among individuals with cancer.</i>	
	Th Apr 12	↪ Data Analysis. Take 5: Advanced Data Analysis.	QRM: Ch. 10- <i>Advanced Data Analysis: The Art and Magic of Interpretation</i> (pp. 207-210 & 212-226).	I give them examples of articles and they have to find the kinds of illustrations from the chapter QUIZ #2
W 15	T Apr 17	↪ In-Class Data Analysis	Reading: Review your notes/chapters on data analysis before coming to class. Bring data in which you are immersed. Bring data analysis questions for me to help you with.	Bring your own data to class (transcribed, printed, handwritten, photocopied...). I will help each one of you individually with the process of analyzing data.
	Th Apr 19	↪ Preparing your Ethnographic Study: Writing up the different parts of your project.	QRM: Ch. 12- <i>Writing Part 1: The nuts and bolts of qualitative tales.</i>	
W 16	T Apr 24	↪ Writing up your Ethnographic Study.	QRM: Ch. 13- <i>Writing Part 2: Drafting, Polishing, and Publishing</i> (pp. 274-282 & 291-295)	Bring a printed copy of your paper to class. It should be a draft that's close to finished.
	Th Apr 26	↪ Preparing your Ethnographic Study: How to enhance the trustworthiness of your study.	QRM: Ch. 11- <i>Qualitative Quality: Creating a Credible, Ethical, and Significant Study.</i>	Bring a printed copy of your paper to class. It should be a draft that's close to finished. Final Research Paper Due today
W 17	T May 1	Labor Day (No Classes)		

W May 2	Madrid Holiday (No Classes)		
Th May 3	→ How to Create High-Impact Academic Presentations.	G-Docs: High-Impact Academic Presentations Handout.	Bring your Laptops to class and be ready to start your presentation.
W 18 F May 4	Ethnography of Communication Research Presentations From 12-3 pm		

Final Exams Schedule

SPRING 2018					
	4 May (Fr)	7 May (Mn)	8 May (Tu)	9 May (Wd)	10 May (Th)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---

SUPPLEMENTARY READING REFERENCES

Alphabetically ordered

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Brewer, J. D. (2000). *Ethnography*. Buckingham: Open University Press. (Ethnography as method and methodology).
- Donovan-Kicken, E., Tollison, A. C., & Goins, E. S. (2011). A Grounded Theory of Control over Communication Among Individuals with Cancer. *Journal of Applied Communication Research*, 39(3), 310–330. doi:10.1080/00909882.2011.585398
- Carbaugh, D. (1988). Comments on “Culture” in communication inquiry. *Communication Reports*, 1(1), 39–41.
- Carbaugh, D. (2007). Cultural discourse analysis: Communication practices and intercultural encounters. *Journal of Intercultural Communication Research*, 36(3), 167–182.
- Jesson, J., Matheson, L., & Lacey, F. M. (2011). *Doing your literature review: Traditional and systematic techniques*. London: Sage (Ch. 5 - *The traditional review* [pp. 73-88] & Ch. 6 – *Writing up your review*)./
- **Lindsley, S. L. (1998). Communication and “the Mexican way”: Stability and trust as core symbols in maquiladoras. *Western Journal of Communication*, 63(1), 1–31. doi:10.1080/10570319909374626

8. Madison, D. S. (2005). Ch. 1. Introduction to critical ethnography-theory and method (from *Critical ethnography: Method, ethics, and performance*. Thousand Oaks, CA: Sage Publications.
9. Nuciforo, E. V. (2013). Russian toasting and drinking as communication ritual. *Russian Journal of Communication*, 5(2), 161–175. <http://doi.org/10.1080/19409419.2013.805670>
10. Philipsen, G., & Coutu, L. M. (2005). The ethnography of speaking. In K. L. Fitch & R. E. Sanders (Eds.), *The handbook of language and social interaction* (pp. 355–379). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
11. Saville-Troike, M. (2003). The ethnography of communication. Oxford: Basil Blackwell (Ch. 4)
12. Wilkins, R. (2009). The *Asiasta Puhuminen* event. In R. Wilkins and P. Isotalus (eds.), *Speech Culture in Finland* (pp. 63-84). University Press of America: New York.

** This article is a great model to follow in terms of its structure as an ethnographic “research” paper.