



CMM-385

Qualitative Research in Communication

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Department of English & Communication

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Class meets: MW 11-12:15pm in room #5 PRH

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Telephone: 91-554 5858 ext.254

Course credit: 3.0 Hours

Office Hours: M & W from 10 am to 12, and T & TH from 12:30 to 1:30 or by appointment.

Prerequisite: CMM-200 and CMM-280 or instructor's permission

COURSE DESCRIPTION

This is a course designed to delve into the study of qualitative research methods in communication. The theoretical underpinnings of the interpretivist and critical research paradigms will provide the necessary foundations to understand the methods of inquiry approached throughout the semester. Students will learn how to ethically collect qualitative data using different methods such as: participant observation; ethnographic and depth interview, focus groups, and ideological inquiry. Furthermore, they will be exposed to an array of different methods to analyze qualitative data.

After the introductory week, we will delve into the theoretical and philosophical underpinnings of qualitative research. During the following weeks we will start conversations revolving around the design of a qualitative study that will include topics such as data collection methods, politics of positionality and ethics, data analysis, and establishing trustworthiness in qualitative research. After the spring break Brian Goss will take over for 3 weeks and the class will shift toward critical research (issues of writing, ideological analysis and film criticism). The final topics we will cover include qualitative research and the internet, language and linguistics, applied qualitative communication research, and intercultural/organizational qualitative research.

CMM- 280 HONORS PROJECT

The honors project requires collaboration in research study in Spain. The study attempts to understand the relational discourse among Spanish college students.

✦ Your task is to write a reflection on each of the requirements that you fulfilled (see above). For each of the requirements, think and discuss issues related to biases, preconceived ideas about research, setbacks and how you got over them, what you learned about the process of conducting a research study... and so on (include any other points that you want to make based on your experience in this process.)

✦ Write 3-4 pages following APA standards.

COURSE OBJECTIVES

Toward the end of the semester you should:

- ❖ Be acquainted with the theoretical assumptions of the interpretivist and critical paradigms.
- ❖ Recognize the rigor and systematicity of qualitative research necessary to know and understand communication phenomena.
- ❖ Be able to design and conduct a qualitative research study
- ❖ Be able to discuss the strengths and weaknesses of the different methods of data collection and analysis.
- ❖ Know how to collect data using a qualitative method.
- ❖ Know how to analyze qualitative data using the different approaches covered in class.
- ❖ Get exposed to different types of qualitative research studies in different subfields of communication.

REQUIRED MATERIALS

Required text:

Lindlof, T. R., & Taylor, B. C. (2002). *Qualitative Communication Research Methods* (2nd ed.). Thousand Oaks, CA: Sage.

Reading Packet (distributed in class)

Books on Reserve at the SLU Madrid 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

ASSIGNMENTS	SCORE	VALUE
Midterm Exam	100	
Written Assignment: Journal Article Critique (5 pages)	50	
TBA (Brian Goss will determine assignments during his session)	50	
Written Assignment: Research Interests (2 pages)	25	
Written Assignment: Research Proposal (10 pages)	150	
Class Presentations (The group will lead class discussion)	75	
Quizzes (2 @ 15 points each)	30	
Class Participation (Focus Questions)	50	
TOTAL	500	

ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

ATTENDANCE: Attendance is mandatory for this course to run properly. You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 10 points per unexcused absence after the second). Missing 6 or more classes will be grounds to earn a failing grade.

I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 15 minutes late or longer, will count as an absence. If you are unable to attend class, it is your responsibility to find out what assignments, handouts, activities, or instruction you missed. Only documented medical absences and university trips will be excused.

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 during our class meeting times. If you know you are not going to turn in an assignment on time, let me know ahead of time.

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. 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 above.

HOW WILL YOU EARN YOUR PARTICIPATION GRADE?

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

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

DISCUSSION: 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.

MISCELLANEOUS POLICIES

CLASSROOM BEHAVIOR: The use of cell phones, pagers and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Please, turn them off at the beginning of class or set them in SILENT mode (not vibrate☺).

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.

GRADE PERCENTAGES	
94-100% A	77-79% C+
90-93% A-	74-76% C
87-89% B+	70-73% C-
84-86% B	61-69% D
80-83% B-	60% and below F

ACADEMIC INTEGRITY

The following is a statement of minimum standards for student academic integrity at Saint Louis University. The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator. Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty; and making unauthorized use of technological devices in the completion of assignments or exams. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

<http://www.slu.edu/provost/Adobe%20Pages/Academic%20Integrity%20Policy.pdf>

TENTATIVE SCHEDULE

Week	Day	Class Description	Reading for the Day	Assignments
Week 1	TH-Jan-15	Instructor: Daniel Chornet <i>Introduction to the course</i>		
Week 2	T-Jan-20	Instructor: Daniel Chornet <i>Introduction to Qualitative Communication Research and Theoretical Traditions</i>	QCRM: Ch 1 Introduction to Qualitative Communication Research	Pick a subfield of communication (pp. 19-28) and bring a research article you find interesting within it. Bring a short summary (or the abstract) and be



				ready to report to the class (use the QCRM's bibliography and look for them in the Proxy Server)
	TH-Jan-22	Instructor: Daniel Chornet <i>Introduction to Qualitative Communication Research and Theoretical Traditions</i>	QCRM: Ch. 2 Theoretical Traditions and Qualitative Communication Research	Pick a theoretical tradition in communication you are interested in and bring a research article you find interesting within it. Bring a short summary (or the abstract) and be ready to report to the class (use QCRM's bibliography and look for them in the Proxy Server).
Week 3	T-Jan-27	Instructor: Daniel Chornet <i>Introduction to Qualitative Communication Research and Theoretical Traditions:</i> <u>Verstehen: The interpretivist turn</u> <u>Social Phenomenology:</u>	RP: C. Geertz's <i>Thick Description: Toward and interpretive theory of culture from.pdf</i> (Available online) RP: E. Goffman's <i>The Presentation of Self in Everyday Life.pdf</i> (Available from SLU Pius Library)	
	TH-Jan-29	Instructor: Daniel Chornet <i>Introduction to Qualitative Communication Research and Theoretical Traditions:</i> <u>Ethnomethodology</u> <u>Symbolic Interactionism</u>	RP: B. Pearce's <i>The coordinated Management of Meaning.pdf</i> (Available online courtesy of Sage Publications and available from SLU Madrid Library) RP: D. Scheibel's <i>Faking identity in clubland: the communicative performance of "fake id"</i> pdf (Available from SLU Proxy Sever)	
Week 4	T-Feb-3	Instructor: Daniel Chornet <i>Introduction to Qualitative Communication Research and Theoretical Traditions:</i> <u>The Ethnography of Communication</u> <u>Critical Ethnography</u>	RP: Carbaugh's <i>The ethnographic communication theory of Philipsen and Associates.</i> (Available from SLU Pius Library). RP: S. Madison's <i>Introduction to Critical Ethnography: Theory and Method</i> (Available from SLU Madrid Library)	Group Presentation #1
	TH-Feb-5	Instructor: Daniel Chornet <i>Getting your Project Started</i>	QCRM: Ch. 3 Design I: Planning	Get ready to think about your project. Apply everything you have read to whwat you are going to develop. Do the exercises at the end of the chapter.
Week 5	T-Feb-10	Instructor: Daniel Chornet <i>Getting your Project Started</i>	QCRM: Ch. 4 Design II: Getting Started	Have your topic ready and start planning how you are going to proceed. Apply knowledge from the reading Do exercise 2 at the end



				of the chapter Written Assignment Due (Research Interests Statement)
	TH-Feb-12	Instructor: Daniel Chornet <i>Exploratory Methods:</i> <u>Visual methods</u> <u>Documents</u>	RP: D. Harper's <i>On the authority of the image: visual methods at the crossroads</i> (Available from SLU Madrid Library) RP: Otnes et al- <i>Yes Viginil, There is a gender difference-analyzing children's requests to Santa claus.pdf</i> (Available from SLU Proxy Server)	Group Presentation #2
Week 6	T-Feb-17	Instructor: Daniel Chornet Data collection: <u>Participant Observation</u>	QCRM: Ch. 5 Observing, Learning, and Reporting. Additional reading: Emerson, Fretz, and Shaw's <i>Ch.5 Pursuing Members' Meanings.</i> (photocopies in class)	QUIZ #1
	TH-Feb-19	Instructor: Daniel Chornet <u>Ethics and Politics of Qualitative research</u>	RP: C. Christians' <i>Ethics and Politics in Qualitative Research.pdf</i> (Available from Madrid SLU Library)	
	T-Feb-24	Midterm Exam	Midterm Exam	Midterm Exam
Week 7	TH-Feb-26	Instructor: Daniel Chornet Data collection: <u>Asking, Listening and Telling</u>	QCRM: Ch. 6 Asking Listening and Telling	
Week 8	T-Mar-3	Instructor: Daniel Chornet <u>Interviews</u> <u>Focus Groups</u>	RP: S. Shah's <i>Researcher/Interviewer in Intercultural Context: A Social Intruder!.pdf</i> (Available from the SLU Proxy Server) RP: Suter, E. A. (2000). Focus groups in ethnography of communication: Expanding topics of inquiry beyond participant observation. <i>The Qualitative Report</i> , 5, Retrieved January 19, 2006, from http://www.nova.edu/ssss/QR/QR5-1/suter.html	Group Presentation #3 The members of this group can pick the article they want to present out of these two.
	TH-Mar-5	Instructor: Daniel Chornet <u>Establishing Trustworthiness in Qualitative Research</u>	RP: Marshall and Rossman's <i>Defending the value and logic of qualitative research.</i> (Available from SLU Pius Library).	
Week 9	T-Mar-10	SPRING BREAK	SPRING BREAK	SPRING BREAK
	TH-Mar-12	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 10	T-Mar-17	Instructor: Brian Goss <i>Qualitative research: Critical Theory, Media and Cultural Studies</i>		
	TH-Mar-19	Holiday	Holiday	Holiday
Week 11	T-Mar-24	Instructor: Brian Goss <i>Qualitative research: Critical Theory, Media and Cultural Studies</i>		



	TH-Mar-26	Instructor: Brian Goss <i>Qualitative research: Critical Theory, Media and Cultural Studies</i>		
Week 12	T-Mar-31	Instructor: Brian Goss <i>Qualitative research: Critical Theory, Media and Cultural Studies</i>		
	TH-Apr-2	Instructor: Brian Goss <i>Qualitative research: Critical Theory, Media and Cultural Studies</i>		
Week 13	T-Apr-7	Instructor: Brian Goss <i>Qualitative research: Critical Theory, Media and Cultural Studies</i>		
	TH-Apr-9	Holiday	Holiday	Holiday
Week 14	T-Apr-14	Instructor: Daniel Chornet <u>Data Analysis in Qualitative Research</u>	QCRM: Ch. 7. Qualitative Analysis and Interpretation	Written Assignment Due (Journal Article Critique) The journal article/s to be critiqued will be administered in class
	TH-Apr-16	Instructor: Daniel Chornet Data Analysis in Qualitative Research: <u>Strauss & Corbin's Grounded Theory Approach</u>	RP: Grounded Theory development: Banks et al's <i>Constructing Personal Identities in Holiday Letters.pdf</i> (Available from SLU Proxy Server)	
Week 15	T-Apr-21	Instructor: Daniel Chornet Data Analysis in Qualitative Research: <u>Spradley's Developmental Research Sequence</u>	RP: Developmental Research Sequence: Fragment from Spradley's <i>Participant observation</i> (Photocopies) RP: Baxter and Goldsmith's <i>Cultural Terms for Communication Events among High School Adolescents.pdf</i> (Available from SLU Proxy Server)	
	TH-Apr-23	Instructor: Daniel Chornet <u>Internet and Computer mediated communication</u>	QCRM: Ch. 8 Qualitative research and computer mediated communication RP: Garcia et al's <i>Ethnographic approaches to the internet and computer-mediated communication.pdf</i> (Available from SLU Proxy Server).	Group Presentation #4
Week 16	T-Apr-28	Instructor: Anne McCabe <i>Qualitative Research in the different subfields of Communication: Language and Linguistics</i>	Functional Linguistics: reading TBA	
	TH-Apr-30	Instructor: Daniel Chornet <u>Writing it up Qualitative Research</u>	QCRM: Ch. 9 Authoring and Writing	Final Paper Due Research Proposal + Preliminary analysis of data
Week 17	T-May-5	Instructor: Daniel Chornet <i>Qualitative Research in the different subfields of Communication:</i> <u>--Qualitative Applied Communication Research .</u> <u>--Qualitative Intercultural/Organizational Communication Research</u>	RP: Thatcher's <i>Bakhtin Applied: Employing dialogism to analyze the interplay of ideologies of individualism and community within the discourse of alcoholics anonymous.pdf</i> (Available from SLU Proxy Server) RP: Lindsley's <i>Communication</i>	



			<i>and "the Mexican way": Stability and Trust as core symbols in Maquiladoras.pdf</i> (Available from the SLU Proxy Server)	
	TH-May-7	Finals week	Finals week	Finals week
Week 18 Finals Week	T-May-12	QUIZ #2 (instead of a final) 9 am to 11 am	QUIZ #2 (instead of a final) 9 am to 11 am	QUIZ #2 (instead of a final) 9 am to 11 am

Reading Packet References

Banks, S. P., Louie, E., & Einerson, M. (2000). Constructing personal identities in holiday letters. *Journal of Social and Personal Relationships, 17*, 299-327.

Baxter, L., & Goldsmith, D. (1990). Cultural terms for communication events among some American high school adolescents. *Western Journal of Speech Communication, 54*, 377-394.

Carbaugh, D. (1995). The ethnographic communication theory of Philipsen and associates. In D. Cushman & B. Kovacic (Eds.), *Watershed research traditions in human communication theory* (pp. 269-297). Albany: State University of New York press.

Cora Garcia, A., Standlee, A. I., Bechkoff, J., & Cui, Y. (2009). Ethnographic approaches to the internet and computer-mediated communication. *Journal of Contemporary Ethnography, 38*, 52-84.

Christians, C. G. (2005). Ethics and politics in qualitative research. In N. K. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 139-164). Thousand Oaks, CA: Sage Publications.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz (Ed.), *The interpretation of cultures: Selected essays* (pp. 3-30). New York: Basic Books.

Goffman, E. (1959). *The presentation of the self in everyday life*. New York: Doubleday Anchor Books.

Harper, D. (1994). On the authority of the image: visual methods at the crossroads. In N. K. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 403-412). Thousand Oaks, CA: SAGE Publications, Inc.

Lindsley, S. L. (1999). Communication and "the Mexican way": Stability and trust as core symbols in maquiladoras. *Western Journal of Communication, 63*(1), 1-31.

Marshall, C., & Rossman, G. B. (1995). *Designing qualitative research*. Thousand Oaks, CA: SAGE Publications.

Otnes, C., Kim, K., & Kim, Y. C. (1994). Yes, Virginia, there is a gender difference: Analyzing children's requests to Santa Claus. *Journal of Popular Culture, 17*-29.

Pearce, W. B. (2005). The coordinated management of meaning (CMM). In W. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 35-54). Thousand Oaks, CA: Sage Publications Inc.

Scheibel, D. (1992). Faking identity in clubland: The communicative performance of "Fake ID". *Text and Performance Quarterly, 12*, 160-175.

Shah, S. (2004). The researcher/interviewer in intercultural context: A social intruder! *British Educational Research Journal, 30*(4), 549-575.

Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehart & Winston.

Suter, E. A. (2000). Focus groups in ethnography of communication: Expanding topics of inquiry beyond participant observation. *The Qualitative Report* Retrieved January 19, 2006, from www.nova.edu/ssss/QR/QR5-1/suter.htm.

Thatcher, M. S. (2006). Bakhtin applied: Employing dialogism to analyze the interplay of the ideologies of individualism and community within the discourse of alcoholics anonymous. *Journal of Applied Communication Research, 34*(4), 349-367.

QUALITATIVE RESEARCH ONLINE JOURNALS AND RESOURCES

- Forum: Qualitative Social Research
 - <http://www.qualitative-research.net/index.php/fqs/index>
- The Qualitative Report: An on-line journal devoted to qualitative research since 1990
 - <http://www.nova.edu/ssss/QR/index.html>
- Qualitative research journals
 - <http://www.nova.edu/ssss/QR/calls.html>
- Qualitative research webpages
 - <http://www.nova.edu/ssss/QR/web.html>
- The Inter-University Faculty Consortium on Qualitative Research Methods (CQRM)
 - <http://www.maxwell.syr.edu/moynihan/programs/cqrm/>
- "The MCS (pronounced 'mix') site is an award-winning portal or 'meta-index' to internet-based resources useful in the academic study of media and communication. It was originally established by Daniel Chandler in Spring 1995 and is hosted by the University of Wales, Aberystwyth."
 - <http://www.aber.ac.uk/media/>



- Online Journal on Qualitative Research: *Social Research Update*
 - <http://sru.soc.surrey.ac.uk/>
- Online Journal on Qualitative Research: *Forum: Qualitative Social Research*
 - <http://www.qualitative-research.net/index.php/fqs/issue/archive>
- Famous sociologists
 - <http://www.sociosite.net/topics/sociologists.php#BERGER>
- Psychologist Kenneth Gergen (Resources about the social construction of meaning)
 - <http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?st=home&id=home>
- Coordinated Management of Meaning resources
 - <http://www.pearceassociates.com/index.htm>
- Douglas Maynard (Conversation Analysis and Ethnomethodology)
 - <http://www.ssc.wisc.edu/soc/faculty/pages/docs/maynard/DWMBooks&Papers.htm> with downloadable journal articles.
- Establishing trustworthiness in qualitative research
 - <http://www.qualres.org/HomeLinc-3684.html>
- Social Research Methods (quantitative & qualitative)
 - <http://www.socialresearchmethods.net/kb/index.php>