Syllabus for Text Analysis
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Course description: This graduate seminar surveys methods of text analysis. The focus of the course is on developing skills that students can use to do systematic analysis of textual data, including written texts, photos, and audio or video data. The course will explore a range of inductive and deductive approaches and will cover analytic skills that cut across traditions, including theme identification, code definition, and construction of codebooks, and teamwork in text analysis. Advanced topics covered will include schema analysis, grounded theory, classical content analysis, content dictionaries, word-based analysis, and semantic network analysis.

Course objectives: Students taking this course will (1) develop a working familiarity with a wide range of methods used to analyze text data, (2) be able to select appropriate methods for a variety of research questions, and (3) acquire hands-on experience using analytic techniques, and (4) apply these skills to their own independent projects.

Readings: The primary text for this course is Bernard & Ryan's Analyzing Qualitative Data: Systematic Approaches (2010). Additional readings will be posted on the course website.

Software:
MAXQDA, free 30-day trial available at http://www.maxqda.com/downloads/demo

Grading policies: Each week, students will read, attend class, and participate in weekly discussions (25% of final grade). Students will also do methodological exercises and write responses 50% of final grade). These exercises will help students develop hands-on experience and a practical understanding of how methods work. In the last week of the course, students will apply their new skills to their own projects (25% of final grade). Assignments should be turned in on or before the due date, unless excused with university-approved documentation.

Grading Summary:
25%   Preparation for and participation in discussions
50%   Homework assignments
25%   Final project and presentation

Academic Honesty: Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at http://www.registrar.ufl.edu/catalog/policies/students.html).

Student Support Services
As a student in a distance learning course or program you have access to the same student support services that on campus students have.   For course content questions contact your instructor.
For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-4357. For Help Desk hours visit: http://helpdesk.ufl.edu/.

For a list of additional student support services links and information please visit:
http://www.distance.ufl.edu/student-services

Special Accommodations
Students requesting disability-related academic accommodations must first register with the Disability
Resource Center. http://www.dso.ufl.edu/drc/
The Disability Resource Center will provide documentation to the student who must then provide this
documentation to the Instructor when requesting accommodation.

Complaints
Should you have any complaints with your experience in this course please visit
http://www.distance.ufl.edu/student-complaints to submit a complaint.

Preparation for and participation in discussions

For each lesson, plus introduction and final, students will be required to make two discussion posts:
(1) an initial 200-word response to a discussion question related to the lesson (e.g., "What are the
positives and negatives of using grounded theory for a dissertation research project?" and (2) a 50-
word response to another student's post. Students will be asked to draw on their own experiences
and/or discuss their own projects in answering discussion questions. There will be 16 discussion
posts; each will be worth 100 points (initial post=75 points; follow-up post=25 points).

Homework assignments

For each lesson, plus the introduction, students will be asked to do a hands-on exercise that will help
develop their practical skills in analysis. Examples of these exercises include theme identification,
metaphor analysis, and word frequency analysis. The instructors will provide practice datasets,
codebooks, and other analytic tools as needed. There will be 15 exercise assignments; each will be
worth 100 points.

Final project and presentation

In the final assignment, students will create an audio/video presentation of the results of their
research. Students may use data from their own research. If they do not have data, the instructors
will help them design a secondary data analysis (e.g., of song lyrics, blogs and websites, or
advertisements) related to their interests. Student video presentations will be posted to the course
platform or to Vimeo. Final projects must show mastery of at least three of the techniques taught in
the class. Like a final exam, this assignment builds on knowledge acquired throughout the course.
The assignment will be worth 100 points.

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Course Schedule

Module 1 (Date-Date): Introduction & Building Blocks

Introduction
Readings: Bernard and Ryan (2010), Ch. 1-2 (p. 1-51)
Exercise: Set up data sets, introduction to software

Lesson 1: Identifying themes
Readings: Bernard and Ryan (2010), Ch. 3 (p. 53-73); Bradley et al. (2007); Steger (2007)
Exercise: Identifying themes in illness descriptions

Lesson 2: Building & applying codebooks
Readings: Bernard and Ryan (2010), Ch. 4 (p. 75-105); MacQueen et al. (1998); Weston et al. (2001)
Exercise: Codebook definitions, intercoder reliability

Lesson 3: Describing themes
Readings: Sandelowski (1998); Keen and Todres (2007)
Exercise: Writing descriptions of themes

Lesson 4: Making comparisons
Readings: Bernard and Ryan (2010), Ch. 5 (p. 107-120) and Ch. 7 (p. 145-161)
Exercise: Make structured comparisons at group and individual levels

Lesson 5: Building and testing models
Readings: Bernard and Ryan (2010), Ch. 6 (p. 121-142); Miles and Huberman (1994)
Exercise: Build a model and test it using coded data

Module 2 (Date-Date): Inductive code-based approaches

Lesson 1: Schema analysis
Readings: Bernard and Ryan (2010), Ch. 14 (p. 311-323); Quinn (2005)
Exercise: Metaphor analysis

Lesson 2: Grounded theory
Readings: Bernard and Ryan (2010), Ch. 12 (p. 265-286); Abrahammson et al. (2002); Markovic (2006)
Exercise: In-vivo coding, line by line coding, and memoing

Module 3 (Date-Date): Deductive code-based approaches

Lesson 1: Classical content analysis
Readings: Bernard and Ryan (2010), Ch. 13 (p. 287-310); Murray and Murray (1996)
Exercise: Define and test code reliability, test hypotheses

Lesson 2: Content dictionaries
Readings: Colby 1966, Rosenberg et al. 1990
Exercise: Make a content dictionary and use it to analyze texts

Module 4 (Date-Date): Word-based analyses

Lesson 1: Word frequencies & stop lists
Readings: Bernard and Ryan (2010), Ch. 9 (p. 191-220)
Exercise: Create a stoplist and do a word frequency analysis

Lesson 2: Semantic network analysis
Readings: Quinlan and Quinlan (2010); Ignatow (2009)
Exercise: Export similarity matrices and do multidimensional scaling

Module 5 (Date-Date): Applying the lessons to real data

Lesson 1: Step-by-step project design
Readings: Wutich and Gravlee (2010)
Exercise: Set up your own project

Lesson 2: Application to real project
Readings: Wutich et al. (2010)
Exercise: Reproduce Wutich et al.'s analysis

Final assignment: Choose one methodological approach and apply it to analyze your own data

Required Reading

Primary Course Text

Bernard, H.R. and G. Ryan. 2010. Analyzing Qualitative Data: Systematic Approaches. Sage.

Additional Readings

Abrahamsson, K. H., Berggren, U., Hallberg, L., & Carlsson, S. G. (2002). Dental Phobic Patients' View of Dental Anxiety and Experiences in Dental Care: A Qualitative Study. *Scand J Caring Sci*, 16(2), 188-196.

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.

Colby, B.N. (1966). The analysis of culture content and patterning of narrative concern in texts. *American Anthropologist* 68:374-388.

Gravlee, Clarence C. and Elizabeth Sweet. (2008). Race, ethnicity, and racism in medical anthropology, 1977-2002. *Medical Anthropology Quarterly* 22(1):27-51.

Ignatow, G. (2009). Culture and Embodied Cognition: Moral Discourses in Internet Support Groups for Overeaters. *Social Forces* 88 (2): 643-69.

Keen, S., & Todres, L. (2007). Strategies for Disseminating Qualitative Research Findings: Three Exemplars. *Forum: Qualitative Social Research*, *8*(3).

MacQueen, K. M., McLellan, E., Kay, K., & Milstein, B. (1998). Codebook Development for Team-Based Qualitative Analysis. *Cultural Anthropology Methods*, *10*(2), 31-36.

Markovic, M. (2006). Analyzing Qualitative Data: Health Care Experiences of Women with Gynecological Cancer. *Field Methods*, *18*(4), 413-429.

Miles, M. B., and Huberman, A.M. (1994). "Codes and Coding" (p. 55-76). *Qualitative Data Analysis: An Expanded Sourcebook* (Second ed.). Thousand Oaks, CA: Sage.

Miles, M. B., and Huberman, A.M. (1994). "Within-Case Displays" (p. 90-102) and "Matrix Displays" (p. 239-244). *Qualitative Data Analysis: An Expanded Sourcebook* (Second ed.). Thousand Oaks, CA: Sage.

Murray, N. M., & Murray, S. B. (1996). Music and Lyrics in Commercials: A Cross-Cultural Comparison between Commercials Run in the Dominican Republic and in the United States. *Journal of Advertising*, 25(2), 51-63.

Steger, T. (2007). The Stories Metaphors Tell: Metaphors as a Tool to Decipher Tacit Aspects in Narratives. *Field Methods*, *19*(1), 3-23.

Quinlan, E., & Quinlan, A. (2010). Representations of Rape: Transcending Methodological Divides. *Journal of Mixed Methods Research*, *4*(2), 127-143.

Quinn, N. (2005). How to Reconstruct Schemas People Share from What They say. In N. Quinn (Ed.), *Finding Culture in Talk* (pp. 35-81). New York: Palgrave McMillan.

Rosenberg, S.D., P.P. Schnurr, and T.E. Oxman. (1990). Content Analysis: A comparison of manual and computerized systems. *Journal of Personality Assessment* 54:298-310.

Sandelowski, M. (1998). Writing a good read: strategies for re-presenting qualitative data *Research in Nursing & Health*, *21*(4), 375–382.

Weston, C., Gandell, T., Beauchamp, J., McAlpine, L., Wiseman, C., & Beauchamp, C. (2001). Analyzing interview data: The development and evolution of a coding system. *Qualitative Sociology*, *24*(3), 381-400.

Wutich, Amber and Clarence C. Gravlee. (2010). Water Decision-Makers in a Desert City: Text Analysis and Environmental Social Science. In I. Vaccaro, E. A. Smith, S. Aswani (Eds.), *Environmental Social Sciences: Methods and Research Design* (p. 188-211). New York: Cambridge University Press.

Wutich, A., T. Lant, D. White, K. Larson, and M. Gartin. (2010) Comparing Focus Group and Individual Responses on Sensitive Topics: A Study of Water Decision-makers in a Desert City. *Field Methods*. 22(1): 88-110.