Teaching, Learning and Culture Department
Course Syllabus

EDCI 689: Narrative Inquiry 1
EHRD 656: Narrative Analysis
(3 credit hours) (Fall 2019)

Instructor: Cheryl J. Craig, Ph.D.
Professor
Houston Endowment Endowed Chair of Urban Education
American Educational Research Association (AERA) Fellow

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Office Hours: Wednesdays, 11:00-12:00
            Thursdays, 1:00-2:00
Room Number: EDCT 222G
Time: Wednesdays, 12:00-3:00

Prerequisite: Admission to Graduate Studies and Completion of Introductory Research Course/Permission from the Instructor. This is an advanced qualitative research course.

Class Requirements: Class requirements are as follows:
1. Students are expected to read all assigned chapters/articles.
2. Students are expected to work with others when required. It is expected that all students will have completed the readings by the assigned dates.
3. Students are expected to complete all assignments on their assigned days. Make-up for assignments shall be given with medical or university excuses only.
Readings and Course Materials: Electronic chapters and readings will be made available online. Some chapters/readings will appear with lessons. Other readings will be made available on a reference list for students to choose from.

Assignments: This course involves independent work and group work with ongoing contributions to class discussions being expected and welcomed. Letter grades will be assigned. The percentages listed below reflect the portion of the final course grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Journal</td>
<td>15%</td>
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<tr>
<td>Reviews of Three Articles</td>
<td>45%</td>
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<tr>
<td>Review of a Volume</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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</table>

Assignment Description: Your scores from six assignments will constitute your final grade:

Research Journal: If completed in a comprehensive and consistent manner, students will be awarded 15% for participation in the activity.

Review of Three Articles: A rubric will be used to grade students’ reviews of volumes according to the following criteria: 1) Content; 2) Depth and Breadth of Interpretation; 3) Theory/Practice Connections; 4) Quality of Writing; and 5) APA Style/Bibliography. For each article review, the rubric can accumulate 15%. Three articles represent 45% of the final grade.

Review of a Volume: A rubric will be used to grade students’ reviews of volumes according to the following criteria: 1) Content; 2) Depth and Breadth of Interpretation; 3) Theory/Practice Connections; 4) Quality of Writing; and 5) APA Style/Bibliography. Students will be awarded up to 15% for each of three of these assignments.

Final Paper: A rubric will be used to grade students’ reviews of volumes according to the following criteria: 1) Content; 2) Depth and Breadth of Interpretation; 3) Theory/Practice Connections; 4) Quality of Writing; and 5) APA Style/Bibliography.

Grades: Grades will be assigned as follows:
Grade of “A” will be assigned for accumulating between 90 and 100 of total points
Grade of “B” will be assigned for accumulating between 80 and 89.5 of total points
Grade of “C” will be assigned for accumulating between 70 and 79.5 of total points
Grade of “D” will be assigned for accumulating between 60 and 69.5 of total points
Grade of “F” will be assigned for accumulating less than 60 of the total course points
Assignment Completion: As can be seen, each assignment for the course has specific points. Failure to complete assignments by deadlines may result in loss of points/reduction of final grade.

Class Participation: The following criteria should guide your participation in class discussions:
1. Do your interactions demonstrate respect for others’ opinions?
2. Do your interactions address relevant issues or questions?
3. Do your interactions evidence reflection or thoughtful discussion of the required readings/topics of inquiry?
4. Do your interactions integrate key terms/ideas from the readings?
5. Do your interactions make explicit connections between your personal and professional experiences and the content of the assigned or self-selected readings?
6. Do your interactions present the content in an organized and coherent fashion?
7. Do your interactions include references to the literature in the field?

Course Description
In addition to reviewing the historical emergence of qualitative research, this course will discuss Dewey’s theory of experience, Schwab’s emphasis on the practical, Jackson’s preference for understanding schools in children’s and teachers’ terms, and Eisner’s assertions concerning “the primacy of experience” and the need for alternate research methods. Building on their predecessors, Connelly and Clandinin pioneered narrative inquiry, a personal experience method, used by numerous other well-known researchers whose studies also form part of this course’s requirements.

Learning Outcomes: The learning outcomes are:
1. Students will be introduced to the evolution of experience-based research as a qualitative research methodology in the curriculum and instruction field;
2. Students will recognize and use a variety of qualitative research tools i.e. dialogue journaling techniques; interviewing techniques, participant observation techniques, document analysis, classroom observations techniques, etc.;
3. Students will understand the ethical and moral implications of conducting field-based, person-centered research;
4. Students will interpret data based on the evidence collected and from the perspectives of participating individuals;
5. Students will become aware of the contributions of major contemporary researchers who conduct experience-based research inquiries;
6. Students will read and use high quality Social Sciences Citation Index (SSCI) journals and books in the field;
7. Students will critique major research inquiries;
8. Students will conduct a mini inquiry demonstrating the knowledge, skills, and attitudes learned in this course.

**Qualitative Research Standards:** The above outcomes relate to standards on which most qualitative researchers would agree. These statements, for example, were debated at The American Association for Curriculum and Teaching, one of many bodies committed to upholding qualitative research standards.

**Late Assignment Submission:**
Late assignments will be lowered two letter grades and will not be accepted after 11:59 pm on the Friday following the due date.

**Attendance and Make-up Policies:**
Students are responsible for completing their assignments by the designated due dates. Make-up for assignments shall be given with medical or university excuses only. See Texas A&M student rule 7 for more information [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Exceptions are university-excused absences.

**Tentative Class Schedule:** This class schedule is a guide. It is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Class Discussions of Sample Readings</th>
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<tbody>
<tr>
<td>August 28, 2019</td>
<td>Overview of Course</td>
<td>Paradigm Shifts</td>
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<tr>
<td></td>
<td>• Flow of lessons</td>
<td>Positioning the Narrative Inquiry Method</td>
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<tr>
<td></td>
<td>• Introduction and access to articles and books</td>
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<td></td>
<td>Situating Narrative Inquiry</td>
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<td>• Overview of inquiry lenses (see Denzin &amp; Lincoln, 1994, 2011; Guba &amp; Lincoln, 1994; Lincoln &amp; Guba, 1985)</td>
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<td></td>
<td>→ positivist/post-positivist</td>
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<td>→ critical</td>
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<td></td>
<td>→ constructivist</td>
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<td></td>
<td>→ indigenous</td>
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<tr>
<td></td>
<td>→ other</td>
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</tbody>
</table>
• Discussion of change in research paradigms (see Kuhn, 1970)
• Overview of basic beliefs about knowledge
  → ontology
  → epistemology
  → methodology
  → axiology
  → teleology

Narrative Inquiry’s Beginnings
• Narrative inquiry in the field of curriculum and instruction
• Positioning of narrative inquiry

• Overview of use of narrative inquiry in teaching and teacher education (i.e., math education, literacy education, science education, early childhood education, and so forth….)


Narrative Inquiry Research Method


Use of Narrative Inquiry in Curriculum and Instruction

September 4, 2019
• John Dewey’s theories of experience, change, art, etc.
• John Dewey’s conceptions of teachers, schools and education
• Connections to Joseph Schwab’s “practical”
• Context of schools = teaching contexts
• First article review due

Deweyan Influence


Schwabian Influence

September 11, 2019
• Discussion of areas of research interest
• Finding research puzzles

Autobiographical Writing
• Writing a personal narrative
• Problems of knowledge and experience
• Introduction to live research projects
• Journals due


Problems of Knowledge and Experience


Field-Based Inquiry


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**September 18, 2019**

• Research project, Part 1
• In-class development of interview questions
• In-class pilot interviews with classmates
• In-class interpretation of interview data
• Second article review due

**September 25, 2019**

• Research Project, Part 2
• In-class preparation of focus group questions
• In-class participation in a focus group experience
• In-class interpretation of focus group data
• Research Ethics
- Writing participant observation notes
- A review of the research design
- Third article review due

October 2, 2019
- Independent field work
- Authentic interview of someone who has, for example, left the teaching profession after 3 or more years of experience
- Audiotape the interview
- Transcribe the interview
- Interpret the interview (literal vs interpreted meaning, body language, metaphorical speech, etc.)
- Member check with your interviewee
- Be ready to discuss themes/research issues in class

October 9, 2019
- Independent field work
- Conduct a focus group discussion
- Transcribe the parts of the focus group that are of interest to you
- Interpret the focus group discussion (spoken and body language, etc.)
- Member check with other researchers and members of the focus group
- Be ready to discuss themes/research issues in class

October 16, 2019
- Debrief interview and focus group experiences
- Emerging themes
- Remaining questions
- Journals due
October 23, 2019
Guest Professor: Dr. Gayle Curtis

- Introducing Elliot Eisner
- The need for qualitative and other research paradigms
- Introducing Philip Jackson
- Representing teachers (i.e., research participants)

How do we represent teachers?

Elliot Eisner

Philip Jackson

October 30, 2019
Guest Professor: Dr. Sharon Matthews

How have some exemplary researchers represented teachers?
Which research tools serve our purposes?
How are field notes written during classroom observations—and used afterwards?

Clandinin & Connelly

November 6, 2019
Class Cancelled

November 13, 2019

- Introducing Michael Connelly and Jean Clandinin
- Personal practical knowledge
- Professional knowledge context/landscape
- Book review duel


November 20, 2019

- Narrative inquiry researchers on the Connelly/Clandinin line
  *Elbaz-Luwisch, Chan, Conle, Craig, Olson, He, Huber, Phillion, Xu, among others*
- Other Narrative Inquirers
  *Atkinson, Rosiek, Barone,*

Clandinin & Connelly Line

Latta, Kim, Barrett, Stauffer, among others
• Final paper due

of narrative authority through knowledge communities. Teaching and Teacher Education, 17(7), 667-684.


Other Narrative Research Lines


November 26, 2019  • Thanksgiving Break

December 4, 2019  • Presentation of Final Research-Based Assignments (multi-media)

Makeup Class by Special Arrangement  • Contact Dr. Craig

Diversity Statement of the Department of Teaching, Learning, and Culture: The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to nondiscrimination and affirmative action embraces the entire university community including faculty, staff, and students.
**Americans with Disabilities Act (ADA):** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” The Honor Council Rules and Procedures are available on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**The Family Rights and Privacy Act (FERPA):** FERPA requires that student grades be accessible only to individual students and other authorized personnel. More about FERPA is available online and in other TAMU documents.

**Student Concerns:** If you have a concern about any aspect of the course, please inform the instructor as soon as possible. If the issue cannot be resolved to your satisfaction, you will need to complete the TLAC Concern/Opportunity/Acknowledge (COAF) Form and submit it to the TLAC Department Head, Dr. Michael De Miranda.

**Important Calendar Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 26</td>
<td>First day of semester classes.</td>
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<tr>
<td>September 2</td>
<td>Last day for adding/dropping courses with no penalty</td>
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<td>September 10</td>
<td>Official census date.</td>
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<td>September 27</td>
<td>Last day to apply for degrees</td>
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<td>November 15</td>
<td>Last day to Q drop classes</td>
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<td>November 28-29</td>
<td>Thanksgiving Break</td>
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<td>December 4</td>
<td>Last Day of Classes</td>
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<td>Content (3 percent)</td>
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<tr>
<td>Interpretations (Depth and Breadth) (3 percent)</td>
<td>Comments:</td>
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<tr>
<td>Theory/Practice Connections (3 percent)</td>
<td>Comments:</td>
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<tr>
<td>Quality of Writing (3 percent)</td>
<td>Comments:</td>
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<tr>
<td>APA Style/Bibliography (3 percent)</td>
<td>Comments:</td>
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<tr>
<td>Grade (15 percent)</td>
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## EDCI 689/EHRD 656:
### REVIEW OF A VOLUME RUBRIC

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Comments</th>
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<tbody>
<tr>
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<td><strong>Grade</strong> (15 percent)</td>
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<tr>
<td>Literature</td>
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<td>Focus/Argument</td>
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<td>Quality of Written Language, including APA</td>
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<tr>
<td>Analysis</td>
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<tr>
<td>Conclusions</td>
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<tr>
<td><strong>TOTAL (25)</strong></td>
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0 = No Evidence; 1 = Slight Degree of Evidence; 2 = Approaching Moderate Degree of Evidence; 3 = Moderate Degree of Evidence; 4 = Moderately High Degree of Evidence; 5 = High Degree of Evidence
POSSIBLE READINGS


POSSIBLE ARTICLE FOR REVIEW (REVIEW A CHAPTER)


*Examples:*


SUGGESTED BOOKS FOR REVIEWS


References


