

University of North Carolina at Greensboro

Unit: School of Education

Dept: Educational Leadership and Cultural Foundations

Course Syllabus

1. **Course Prefix and Number:** ELC 688
2. **Course Title:** Introduction to Narrative Research
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:** Graduate Standing
5. **For Whom Planned:** Elective course in the Masters of School Administration, the Ed.S. and Ed.D. in Educational Leadership, the Ph.D. in Cultural Foundations, and other departments in the school of education.
6. **Instructor Information:** Dr. Kathleen Casey
caseycaseyink@aol.com (Recommended)
243 Curry Building
(336) 334-3461
7. **Course Purpose / Catalog Description:** Critical consideration of the theory, methodology, social relations, and applications of narrative research.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions*

through the preparation and continuing professional development of teachers, principals and other school personnel.

9. **Course Goals and/or Objectives/Student Learning Outcomes:** The student will be able to: (1) define key terms and concepts of narrative research (e.g., selectivity, silence, slippage, framing); (2) evaluate, critique and compare relevant research narratives (3) understand interpretive traditions and interpretive communities; (4) recognize researcher's subjectivity; (5) collect and analyze transcripts; and (6) complete and present a research paper.

10. **Teaching Strategies:** Instructional strategies used for this course will include, but may not be limited to, lecture, class discussion, and integrated multimedia.

11. Evaluation Methods and Guidelines for Assignments:

- Regular attendance and conscientious participation based on course readings is essential. You are expected to hand in summaries (4-5 pages) on the assigned dates to be applied to the components of the topical outline.
- All papers must be typed, double-spaced, with conventional margins. Do not shrink the print smaller than what is on this page (13-point). A staple in the upper left hand corner is the cheapest form of presentation, and the one which is easiest for me to handle.
- Students wishing to receive an A in the course must, as a minimum, attend all class meetings, participate in all class discussions, and hand in all assignments on time. Please also remember that a grade of A is for exceptional work.

12. Required Text(s)/Readings/References:

Casey, Kathleen. (1993). I Answer With My Life: Life Histories of Women Teachers Working for Social Change. New York: Rutledge.

Casey, Kathleen. (1995-96). The New Narrative Research in Education. *Review of Research in Education* (211-254). Washington DC: AERA.

Kleinman, Sherryl & Copp, Martha. (1993). Emotions and Field Work. Newbury Park: Sage Publications.

Reissman, Catherine Kohler. (1993). Narrative Analysis. Newbury Park: Sage

Publications.

13. Additional Text(s)/Readings/References:

- Casey, Kathleen. (1992). Why do Progressive Women Activists Leave Teaching? Theory, Methodology and Politics in Life-History Research. In I. Goodson (Ed.) *Studying Teachers' Lives* (187-208). New York: Teachers' College Press
- Dillard, C. (1995). Leading with Her Life: An African-American Feminist Reinterpretation of Leadership for an Urban High School Principal. *Educational Administration Quarterly* 31, 4 (November) 539-563.
- Nelson, M. (1983). From One-Room Schoolhouses to the Graded School: Teaching in Vermont, 1910-1950. *Frontiers VII*, 1:14-20.
- Noblit, G. (1993). Power and Caring. *American Educational Research Journal*, 30, 23-38
- Peshkin, Alan. (1988). In Search of Subjectivity-One's Own. *Educational Researcher* (October), 17-21.

14. Topical Outline:

- Introduction: What Is Narrative, Framing, Intertextuality, Selectivity, Silence, and Slippage?
- Origins and Features of Narrative Research
Read/Write: Casey (211-245) 1995-96
- Planning Narrative Research
- Narrative Research in Practice
Read/Write: Nelson (14-20)
Read/Write: Casey (187-208) 1992
- Read/Write: Three Examples of Research on Your Topic
- Yourself as a Researcher
Read/Write: Peshkin (17-21)
- Social Relations of Research
Read/Write: Kleinman and Copp
- Analyzing Narratives (Transcripts Provided in Class)

- Theory, Methodology and Politics of Narrative Research
Read/Write: Casey (Chapters 1, 2 and 6) 1993
- Analytical Framework
Read/Write: Casey (Chapters 3-5) 1993
- Narrative Research in Practice
Read/Write: Noblit (23-38)
Read/Write: Dillard (539-563)
- Features of Narrative Research
Read/Write: Reissman
- Review: Theory, Methodology and Social Relations of Narrative Research
- Presentation of Student Research Reports and Papers

14. Other Information: All students at UNCG, graduate and undergraduate, are responsible for observing all federal, state, and local laws as well as the regulations of The University. The University has developed policies relating to certain kinds of behavior and circumstances, some of which are of particular interest or significance to graduate students. Judicial policies related to student conduct and full statements of the following policies may be found at studentconduct.uncg.edu.

- Academic Integrity Policy
- Drug Policy and Operational Procedures
- Copyright Compliance Policy
- Discriminatory Conduct
- Sexual Harassment
- Public Safety (including motor vehicle registration and parking regulation)
- Student Records (academic and nonacademic)