

**M.Ed. Educational Studies  
Faculty of Education  
The University of Western Ontario**

**576b Narrative Inquiry: Teachers, Stories and Critical Pedagogy  
Winter 2008**

[O]ne important way of characterizing a culture is by the narrative models it makes available for describing the course of a life. (Bruner, 2004, pp. 694-695)

One theory in educational research holds that humans are storytelling organisms who, individually and socially, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world. (Connelly & Clandinin, 1990, p. 2)

Because writing-stories let us discover new things about ourselves and our world, we have the possibility of writing new plots; with new plots come new lives. (Richardson, 2001, p. 37)

People tell stories not just to work out their own changing identities but also to guide others who will follow them. (Frank, 1995, 17-18)<sup>†</sup>

**I. INSTRUCTOR INFORMATION**

Dr. Cornelia Hoogland (coordinator)

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Cornelia will be online Monday, Wednesday, and Saturday.

Natasha Wiebe

Tel: 1-519-419-1479

E-mail: [nwiebe@uwo.ca](mailto:nwiebe@uwo.ca)

Natasha will be online Tuesday, Thursday, and Friday.

To schedule a telephone appointment, please e-mail or leave a voice mail for either instructor that gives your telephone number and suggests at least two different times that she can call you.

You can expect us to read your most current discussion posts on the days indicated above, though we will only comment where appropriate, as we would in a face-to-face classroom discussion. Also, please note that there will be the occasional time in which we replace or relieve each other, such as on days we are attending conferences.<sup>††</sup>

## II. COURSE DESCRIPTION

In order to understand the complex dynamics that generate and shape pedagogical and educational research practices, educators and educational researchers need to consider carefully the stories lived in and out of schools. Researchers also need to consider how writing (about) their participants' or their own stories is also part of the research process, a way of coming to know more about their research subjects and topic.<sup>†</sup>

This online course will examine different conceptions of how to plan, conduct, and write narrative research.<sup>†</sup> The course will touch on the beginnings of narrative inquiry within educational research, and compare different examples of narrative inquiry from education and other disciplines. Through online discussion, exercises, and assignments, this course will provide you with the opportunity to examine and modify your understanding of narrative and narrative inquiry as it relates to your own particular interests. (Half course; one term.)

Assignment due dates and a readings schedule are provided in sections VIII and XIII of this course outline, respectively.

## III. COURSE OBJECTIVES

By the end of this course, you should be able to:

1. summarize the history and current place of narrative inquiry in educational research in two or three paragraphs that are written in a manner appropriate for a literature review on narrative inquiry
2. choose or adapt definitions of narrative and narrative inquiry from the literature, or compose your own definitions, and justify your decision
3. assess the advantages and disadvantages of narrative inquiry for educational research<sup>†</sup>
4. explore issues of truth and fiction in narrative inquiry<sup>†</sup>
5. outline some ethical concerns of narrative inquiry<sup>†</sup>
6. demonstrate how writing is part of the inquiry in narrative inquiry (see Assignments 1 and 3.ii)
7. develop strategies, approaches, and methods for your own effective narrative inquiry<sup>†</sup> (see Assignment 3)
8. demonstrate your understanding of narrative and narrative inquiry through the ongoing course discussions, exercises, and assignments.

## IV. COURSE STRUCTURE

The course duration is 13 weeks, beginning January 7 and ending April 10, 2008. There will be a one-week break during Conference Week: February 25 to March 1.

Each week in the course begins on Monday and ends on Saturday. We recommend that you make every effort to complete readings by Tuesday evening of each week in order to engage in online discussions in a meaningful way. We also recommend that you identify and suggest readings that will help to develop personal and perhaps group understanding of the topics explored during the course.<sup>††</sup>

## V. WHAT YOU NEED

### Custom Course Book

We have provided many of the course readings in a Custom Course Book (the rest of the readings are available online).

- You can purchase the Custom Course Book in person, at the Books Plus location near the Faculty of Education (i.e., southwest of the Sarnia Road and Western Road intersection).
- Alternatively, you can order your Custom Course Book online (<http://www.bookstore.uwo.ca/index.html>), and arrange for it to be shipped to you.

### Hardware and software requirements

This is an online course. To participate in it effectively, you will need regular access to a computer that meets the following requirements.

1. You will need Microsoft Word 2003 or higher in order to submit your course assignments.
2. So that you can access all of the online readings, please install the latest version of Adobe Acrobat (available for free from <http://www.adobe.com>).
3. Confirm that your computer meets the hardware and software requirements for Faculty of Education online courses that are listed at <http://www.edu.uwo.ca/conted/hardware.html>
  - Note this exception: If you are using a Mac, you must use the **Firefox** Internet browser in order to edit and save changes in the discussion area of the course website. Download Firefox for free from <http://www.getfirefox.com>.
4. Make sure your pop-up blocker is disabled for the course website. Need help? See [http://www.webport.com/how\\_it\\_works/PopupBlocker/1popup1.htm](http://www.webport.com/how_it_works/PopupBlocker/1popup1.htm).

## VI. COURSE WEBSITE

As you know, the course website is accessible through the Graduate Studies in Education eCampus portal: <http://grad.edu.uwo.ca/> . Please log in to the portal and familiarize yourself with the course website **as soon as possible** so that any questions or technical difficulties can be addressed early. You can reach technical support staff by e-mailing [edu.tech.support@uwo.ca](mailto:edu.tech.support@uwo.ca) and through the Help area of the portal.

Our course website is facilitated through a Faculty of Education application called Idea Construction Zone (ICZ), so it may look different to some other course websites that you have used. One of the things we like about ICZ is that we can save discussion posts as “wiki” entries. Wiki entries can easily edited by anyone using the course website. (You may be familiar with the term “wiki” from Wikipedia, the free online encyclopedia that anyone can edit.) Thus, in the discussion area of our course website, you can choose to “edit” someone else’s post, rather than to simply “reply.” In other words, you can make changes or insert comments within someone else’s post rather than merely tacking on an additional post that extends the thread of the discussion. Revising each other’s writing in this way will allow us to create some “class narratives” about the course readings (i.e., collaboratively-created documents that offer other versions of the course readings), and to help you hone your final paper. It is also an important capability for a course that explores thinking and discovery through writing. During the first week of the semester, we will invite you to participate in some exercises that will help familiarize you with the wiki discussion’s editing tools.

All of the course content and class discussion will be posted in the discussion areas of the course website. You should send any private messages to us at our UWO e-mail addresses (see Section I of this course outline), rather than through the online mailbox linked to the eCampus3 Graduate Studies in Education portal. Send your assignments to us by e-mail as well, and not through the assignment dropbox that is linked to the eCampus3 portal.

### Guidelines for Online Discussion

1. Choose a font colour that will identify you during the course. Type your discussion posts in this signature colour at all times, and end each post with your initials or first name, and the date. This way your classmates can easily check for updates in the body of a post.
2. When posting an answer to an exercise, be sure to include the number of the exercise in the title of your post.
3. When posting work to be edited by your classmates, always post two copies. Label the first copy ORIGINAL, and the second EDIT (and be sure to click on the Peer Editing box in this second post). This will allow continued comparison with the original.
4. Always keep your own copy of your original and save any edits or discussion that appear online that you may wish to use in your assignments. We are a community of scholars, and must, therefore, value the ongoing conversations of this course as

data that you can quote in your assignments (citing them according to author and date). (Should you wish to submit your completed paper for publication, you will need to obtain appropriate permissions from your classmates to use their posts.)

## **VII. REQUIRED READINGS**

The weekly readings include scholarly articles from various disciplines. Some of these readings are included in the Custom Course Book; others are available online. For a schedule of all of the course readings, see section XIII of this course outline.

From time to time, we will invite you to revisit readings from earlier in the course; you will be given the opportunity to look at the readings for different themes and topics, to see these readings with different eyes. This is part of the experience of the narrative inquirer, who finds different themes in his or her data depending on his or her purpose or theoretical position.

### **Guide for evaluating the readings (and online discussion)**

You may find the following guide helpful as you complete the required readings:

1. What are the main terms and concepts used, and the questions posed, by the author?
2. What is the author's purpose in writing the article?
3. How would you evaluate the author's argument? Is the argument clearly stated? Is it well supported? Are the examples used to support the argument typical, rather than exceptions to the rule? Does the author consider opposing points of view or the limitations of his or her stance? Does the author use neutral language, rather than emotionally-charged or gendered language that might alienate his or her audience? (Wiebe, 1998)
4. How effective is the author's literature review (where relevant)? Is it clear what the literature review includes and excludes, and why? Does the literature review distinguish what has been done in the field of study from what needs to be done? Does the literature review place the research topic or problem in the broader scholarly literature and in the historical context of the field? Does the literature review explain the significance of the research problem? (Boote & Beile, 2005)
5. How would you evaluate the author's presentation? Does the author cite sources appropriately? Did the author choose a form and writing style that is appropriate for his or her purpose and audience? How might this topic be presented in an alternate format? Does the author define or explain the terms that are used? Is the article written with a coherent, clear structure? How well does this article orient the reader? For example, does it use rhetorical devices, such as an introduction, a thesis statement, subheadings, and a conclusion? Or does it use visual devices, such as graphics and tables?
6. How does the article integrate material previously read and discussed in the course?

7. How does the article apply to your final paper and/or to your own particular interest?
8. Which of the above aspects of the article would you like to discuss with your classmates? Does the article raise some questions that your classmates may be able to answer or might enjoy discussing?

## VIII. ASSIGNMENTS & ASSESSMENT SCHEDULE

<i>Assignments</i>		<i>How to submit</i>	<i>Due dates</i>
1. Participation in Online Discussion (25% for weekly participation + 5% for one summary of one week of class discussion)	30%	Post your comments, replies to classmates, and/or responses to required exercises in the relevant discussion area of the course website.	Ongoing. Weekly discussions “open” Monday morning and conclude at 10 pm on Saturday.
2. Answer to Frequently-Asked Question about Narrative Inquiry	20%	E-mail to <a href="mailto:chooglan@uwo.ca">chooglan@uwo.ca</a> and <a href="mailto:nwiebe@uwo.ca">nwiebe@uwo.ca</a> as a Word attachment by midnight.	Feb 11, 2007
3. Outline of final paper	10%	E-mail to <a href="mailto:chooglan@uwo.ca">chooglan@uwo.ca</a> and <a href="mailto:nwiebe@uwo.ca">nwiebe@uwo.ca</a> as a Word attachment by midnight.	Mar 10, 2007
4. Final paper (i. term paper OR ii. course journal research project)	40%	E-mail to <a href="mailto:chooglan@uwo.ca">chooglan@uwo.ca</a> and <a href="mailto:nwiebe@uwo.ca">nwiebe@uwo.ca</a> as a Word attachment by midnight.	April 10, 2007

Please do **not** submit your assignments through the assignment dropbox or online mailbox linked to the eCampus3 Graduate Studies in Education portal. Instead, you should e-mail your assignments to **both** of us at the e-mail addresses indicated above. Your work will likely be graded by only one of us.

Unless an extension has been requested and granted for extenuating circumstances—and this will normally happen at least two weeks before an assignment is due--the grade of an assignment will be reduced by 10% for the first day that it is late, and an additional 10% for each additional week that it is late.

We will assign grades according to The University of Western Ontario Grading Scale for Graduate Students (<http://www.uwo.ca/univsec/handbook/general/gradgrades.pdf>):

- A 80-100%
- B 70-79%
- C 60-69%
- F 00-59%.

## IX. ASSIGNMENT INSTRUCTIONS

### Assignment 1. Online Discussion Participation and Peer Feedback

*Purpose.* This activity is designed to provide you with a vehicle by which you can reflect and comment on the course readings, and relate them to other articles, theorists, genres, discourses, and discussion. The online discussion will help you to articulate your thoughts about narrative inquiry and to make connections with the readings, your final paper, and your practice and research outside of this course.

Since the online discussions will take place in a wiki environment, this will allow you to edit or add comments within the text of your classmates' posts. This capability will help to create a collaborative learning environment that can allow us to experience, and observe, how writing is a method of inquiry, a way of discovering more about the topics we are discussing. The writing-as-inquiry part of narrative inquiry is one of the foci of this course, and the online discussions will create a "laboratory" in which we can experience this as a class.

*Requirements.* We expect you to participate in online discussion regularly (about 2-3 times per week; we encourage quality rather than quantity). In general, the Guide for Evaluating Readings (Section VII) will be helpful in deciding how to respond online. For some weeks, we will assign exercises or suggest discussion questions for you to address. These exercises and questions will facilitate your learning and help you meet the course objectives. When sharing your answers with your classmates, try to limit your comments to one (1) screen. This will keep our class reading load manageable, as well as help you to focus and clarify your thoughts.

#### Tip

If you are working on a topic or reply for the online discussion, consider doing this in Word, where you can save your work. When you're finished, copy and paste what you've typed into the online discussion area.

*Evaluation criteria.* We will look for regular contributions that display a variety of response styles, including:

- at least one (1) summary of one week's online discussion in the course. Your summary should make connections among the discussion posts in context of readings from the current and previous weeks. The summary doesn't have to be long—one screen maximum. It should be posted on the Saturday evening of the week that you choose to summarize. You may freely choose the week in which

you post a summary—some weeks may have a number of summaries and some weeks may have none. No sign-up is involved. **Your summary will comprise 5% of your participation grade. The remaining 25% will go to the activities listed below:**

- sharing responses to exercises and discussion questions posed by the instructors, and responding to those of classmates.
- offering textual support, and/or challenging the ideas and concerns of others.
- forwarding the discussion by recommending relevant readings and posing your own thoughts and questions.

## **Assignment 2. Answer to Frequently-Asked Question about Narrative Inquiry**

*Purpose:* Narrative inquiry is growing in education, and there are many different ways that it is practiced. As a result, it is an area that many graduate students (and faculty) find confusing. This assignment is designed to help you identify, and address, some important questions about narrative inquiry asked by graduate students. It might also provide a direction for your final paper.

*Format:* For this assignment, you should identify from the online discussions one (1) question about narrative inquiry that is of concern to several classmates. Alternately, choose one discussion question from the FAQ on the Narrative Inquiry in Education Portal at [http://www.edu.uwo.ca/Narrative\\_Inquiry/](http://www.edu.uwo.ca/Narrative_Inquiry/) (this portal is under construction). Answer the question in one double-spaced page. You can present your answer in an appropriate format (e.g., point form, conventional scholarly prose, and/or a diagram). It is essential that you draw from the literature when answering your question—that is, construct your answer from the relevant readings in this course and, if possible, from any relevant readings that you may have encountered outside of this course. Please draw from at least two (2) separate readings when answering your question. Be sure to cite your sources according to the MLA or APA handbook (see <http://www.lib.uwo.ca/weldon/services/styleguidesindex.shtml> ).

*Submit* this assignment as a Word document. If you are using Microsoft Word XP, please save your assignment in a lower version of Word (i.e., so the extension of your Word file is .doc, rather than .docx), otherwise we won't be able to open it. We will respond using Word's tracking feature.

*Note:* When you submit this assignment, please let us know on the title page if we do **NOT** have your permission to adapt your answers for the FAQ (Frequently-Asked Questions area) to be included on our Narrative Inquiry in Education portal at [http://www.edu.uwo.ca/Narrative\\_Inquiry/](http://www.edu.uwo.ca/Narrative_Inquiry/) . We will acknowledge you on the portal, and you will be able to cite your contribution to the online FAQ as a publication on your CV.

*Evaluation Criteria:* We will grade your assignment according to the following criteria, where appropriate.

1. *Quality of answer.* How well did you answer the question? Is your answer clearly stated? Is it well supported? Are the examples used to support the argument typical, rather than exceptions to the rule? Does your answer consider opposing points of view or the limitations of your position? Does it use neutral language, rather than emotionally-charged or gendered language that might alienate your audience (other graduate students)?
2. *Effective use of scholarly literature.* Have you chosen appropriate readings to support or construct your answer appropriate ones? Is it clear why you have chosen the sources that you have, and why you have excluded others?
3. *Quality of presentation.* Does your answer use a form and writing style that is appropriate for the content of answer, your purpose, and your audience? Does it use a coherent, clear structure? Does it cite sources according to the MLA or APA handbook? Does it follow any additional formatting guidelines included in our assignment instructions above?

### **Assignment 3. Outline of Final Paper**

*Purpose:* The final paper in this course will give you the opportunity to demonstrate your understanding of specific aspects of narrative inquiry, as well as to apply this understanding to your own particular interest. To help ensure that this endeavour is successful, we are asking you to submit an outline well before your final paper is due.

*Format:* There are two options for the final paper, described under “4. Final paper” below.

- If you choose to write the term paper (**option i**), your paper outline should include one double-spaced page that explains your paper topic, describes the steps you anticipate taking to address this topic (this can be in point form), and identifies at least one scholarly journal to which your paper seems well suited and why. You should also include a one-page double-spaced annotated bibliography of at least 3 sources. The annotated bibliography should explain how each source informs your analysis. The sources can come from the required and suggested readings for this course, or they can be external to these readings.
- If you choose to conduct the course journal research project (**option ii**), your “outline” will be comprised of at least 4 to 6 one-page double-spaced entries from your course journal to show that you are well on your way. You should also include a one-page double-spaced annotated bibliography of at least 3 sources. The annotated bibliography should explain how each source informs your analysis. The sources can come from the required and suggested readings for this course, or they can be external to these readings.

*Submit* your outline as a Word document. If you are using Microsoft Word XP, please save your assignment in a lower version of Word (i.e., so the extension of your Word file

is .doc, rather than .docx), otherwise we won't be able to open it. We will respond using Word's tracking feature.

*Note:* You may wish to complete a final paper in a form other than the two options provided here. If so, please submit a detailed outline of your proposed work, including the steps you will take to complete it, the form in which it will appear, the criteria for assessment, and a bibliography (not annotated) that covers all aspects of the proposed work. **Alternative proposals will not be accepted past the due date of March 10, 2007, and should ideally be started well before that date.**

*Evaluation criteria:*

1. *Completeness.* Does your outline include all of the elements we asked for?
2. *Quality of presentation.* Does your outline use a coherent, clear structure? Does it cite sources and follow the formatting guidelines of the MLA or APA handbook? Does it follow any additional formatting guidelines included in our assignment instructions above?

#### **Assignment 4. Final paper**

Choose ONE (1) of the following two options for a final paper, and submit as a Word document by the due date. If you are using Microsoft Word XP, please save your assignment in a lower version of Word (i.e., so the extension of your Word file is .doc, rather than .docx), otherwise we won't be able to open it. We will respond using Word's tracking feature.

##### **Assignment 4, Option i--Term paper**

*Purpose.* This assignment will allow you to demonstrate your learning about narrative inquiry within the context of your own particular interest, and to write a paper that you can submit for publication.

*Format.* You will complete a 15-20 page double-spaced paper on a topic related to some themes / readings in this course. It will be a formal paper written in a manner suitable for publication in a particular scholarly journal. Choose the journal that seems best suited for your topic, and format your paper and cite your sources according to the submission guidelines for that journal. (Some journals that publish narrative inquiries are listed in section XII of this course outline.) Be sure to include a copy of the journal's submission guidelines as an appendix to your paper.

*Evaluation criteria.* We will grade the papers according to the following criteria, **where appropriate.**

1. *Quality of argument.* How effective is the central argument/thesis/position of your paper? Is your argument clearly stated? Is it well supported? Are the examples used to support the argument typical, rather than exceptions to the rule? Does your paper consider opposing points of view or the limitations of your position?

- Does it use neutral language, rather than emotionally-charged or gendered language that might alienate your audience (the readers of the journal that you have chosen)?
2. *Quality of literature review.* How effective is your literature review? Is it clear what the literature review includes and excludes, and why? Does your literature review distinguish what has been done in the area of your topic from what needs to be done? Does your literature review place your research topic or problem in the context of the broader scholarly literature and/or in the historical context of narrative inquiry?
  3. *Quality of presentation.* Is the paper's form and writing style a good fit for your topic, your purpose, and your audience? Does it use a coherent, clear structure? Does it cite sources and follow the formatting guidelines of the particular journal that you have selected? Does it follow any additional formatting guidelines that we included in the assignment instructions? Does your paper include all of the elements that we ask for (e.g., an appendix that includes the submission guidelines for the journal that you have chosen)?
  4. *Quality of discussion.* How well does your paper integrate material read and discussed in the course? Does it raise further questions for discussion? Does it address how what you have learned can be applied to your own particular research interest or practice?

**OR**

**Assignment 4, Option ii--Course journal: A writing-as-inquiry research project**

*Purpose.* This assignment will allow you to conduct a small narrative inquiry and, in particular, to explore the writing-as-inquiry part of narrative inquiry. For this assignment, your goal is evaluate the claim that writing is a method of inquiry, a way of learning more about your self and your research topic.

*Format.* Keep a course journal in which you engage with the readings, asking such questions as those posed in section VII of this course outline. Your data will include at least four weeks of journal writing (i.e., 2 or 3 one-page double-spaced entries per week). Your entries can be in pictorial, poetic and/or prose form. They can address the discussion questions and exercises assigned by the instructors online, and/or explore your own questions and thoughts. Your final paper will analyze the process of writing your course journal and, where relevant, include excerpts or quotations from that journal. Your final paper should include the following components:

- *Literature review:* Which readings in this course helped you to situate your narrative inquiry in a broader context? How? (Your literature review can be in a separate section of the paper, or woven throughout your paper in a manner similar to that taken by Luttrell, 2000.)
- *Research question:* How did (or didn't) writing your course journal serve as a method of inquiry?
- *Writing form:* If you experimented with different forms of writing in your journal entries (e.g., from conventional scholarly writing to poetic), be sure that your final

paper addresses such questions as What is the effect and result of writing in the different forms? What is possible in your chosen form(s); that is, what does writing in one form allow you to express that another doesn't? What were the pleasures and challenges of writing in your chosen form(s)? How did writing in the form(s) support your topic?

- *Analysis:* What method of narrative analysis did you use to analyze your journal entries for themes related to your research question? Did you draw from an approach described or modelled by one (or more) of the authors in this course (e.g., Luttrell, 2000; Creswell, 2005, 2007; Chase, 2005; Wiebe, 2008)? Why did you choose and adapt that particular approach? How well did it work? What would you do differently next time?
- *Results:* What is your conclusion—*was* your journal writing a method of inquiry? If so, in which ways? How did you choose to express your conclusion—in the form of a poetic or prose narrative, a journal entry, conventional academic writing, etc.? How is the form that you have chosen to report your results a good fit for your research?

Your final paper will be 15-20 pages in length should be formatted according to the MLA or APA Handbook. Do not submit your entire course journal; rather, simply quote your journal where appropriate.

*Evaluation criteria:* We will grade your assignment according to the following criteria, where appropriate.

1. *Quality of argument.* How effective is the central argument/thesis/position of your paper? Is your argument clearly stated? Is it well supported with examples from your course journal and with references to the literature? Are the examples used to support the argument typical, rather than exceptions to the rule? Does the paper acknowledge opposing points of view or the limitations of your position? Does it use neutral language, rather than emotionally-charged or gendered language that might alienate your audience (your instructors and classmates)?
2. *Quality of literature review.* How effective is your literature review? Does it clearly address which readings in this course helped you to situate your narrative inquiry in a broader context, and how?
3. *Quality of presentation.* Does your paper use a form and writing style that is a good fit for your topic, your purpose, and your audience? Does it use a coherent, clear structure? Does it cite sources and follow the formatting guidelines of the MLA and APA handbook? Does it follow any additional formatting guidelines that we included in the assignment instructions? Does your paper include all of the components that we asked for?
4. *Quality of discussion.* How well does your paper address the questions that we asked it to address? How well does your paper integrate material read and discussed in the course? Does it raise further questions for discussion? Does it address how what you have learned can be applied to your own particular research interest or practice?

## X. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: <http://www.grad.uwo.ca/calendar.htm>

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage, from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes and citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar for Graduate Students: <http://www.grad.uwo.ca/calendar.htm>).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under licence to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## XI. ONLINE RESOURCES

- Narrative Inquiry in Education Portal: [http://www.edu.uwo.ca/Narrative\\_Inquiry/](http://www.edu.uwo.ca/Narrative_Inquiry/) (under construction)
- The Book Store @ Western: <http://www.bookstore.uwo.ca/index.html>
- Faculty of Education: <http://www.edu.uwo.ca/>
- [Faculty of Graduate Studies, Student Calendar—Important dates for graduate students!](#)
- Graduate Calendar @ Western: <http://www.grad.uwo.ca/calendar.htm>
- Graduate Studies in Education ECampus portal: <http://grad.edu.uwo.ca/>
- How to cite references: <http://www.lib.uwo.ca/weldon/services/styleguidesindex.shtml>
- Individual or crisis counselling: <http://www.sdc.uwo.ca/psych/>
- Registrarial Services: <http://www4.registrar.uwo.ca>
- Student Development Services @ Western: <http://www.sdc.uwo.ca/>
- Writing Support Centre: <http://www.sdc.uwo.ca/writing/>

## XII. JOURNALS THAT PUBLISH NARRATIVE RESEARCH<sup>†</sup>

*Alberta Journal of Educational Research*

*Arts and Humanities in Higher Education: An International Journal of Theory, Research and Practice*

*arts-informed: Journal of the Centre for Arts-informed Research*

*Brock Education*

*Educational Insights*

*Educational Researcher*  
*Image and Narrative*  
*Interchange*  
*International Journal of Education and the Arts*  
*JCACS: Journal of the Canadian Association for Curriculum Studies*  
*Journal of Curriculum Studies*  
*JCT: Journal of Curriculum Theorizing*  
*Journal of Educational Thought*  
*Language and Literacy*  
*Narrative*  
*Narrative Inquiry*  
*Networks: On-line Journal for Teacher Research*  
*Qualitative Inquiry*  
*Reflective Practice*  
*Studio*  
*Teachers and Teaching: Theory and Practice*  
*Vitae Scholasticae*

### **XIII. READINGS SCHEDULE**

The following pages identify the discussion topics and readings for each week in the course. At the beginning of each week, we will post an introductory message that confirms and introduces the topic and readings for that week. This message will usually assign, or suggest, some exercises and discussion questions for the week. These exercises and questions are designed to help you to explore the course readings and meet the course objectives. Answering the exercises and questions will also provide a direction, or help to shape, your final paper. (e.g., Is there a particular thread that ties together the exercises and questions that you are most interested in answering? Is there a theme that you keep returning to in your answers? If so, could this theme be shaped into a topic for your final paper?) Feel free to introduce different questions into the online discussion. Follow the path that will help you to best learn how the course content and how it relates to your particular interests.

**WEEK 1: Jan 7-12, 2008. Getting to know the course and website; writing to know you.**

Notes:

1. Read this course outline carefully before beginning the assigned work for this week.
2. Please send your e-mail address to [chooglan@uwo.ca](mailto:chooglan@uwo.ca) and [nwiebe@uwo.ca](mailto:nwiebe@uwo.ca) so the instructors know how to reach you, if necessary.

Required reading:

Before beginning the following reading, please review the “Guide for evaluating the readings” in section VII of this course outline.

King, T. [Thomas] (2004). “You’ll never believe what happened” is always a great way to start. In T. King, *The truth about stories: A native narrative* (pp. 1-29). Toronto, ON: House of Anansi Press. See Custom Course Book. An electronic version of the reading will also be provided on the course website.

Suggested reading:

Haley, A. [Alex] (1973). Black history, oral history, and genealogy. *The oral history review*, 1, 1-25. Accessible through JSTOR. This paper is a powerful illustration of how narratives matter to those who tell them.

**WEEK 2: Jan 14-19. An overview of narrative inquiry and the writing process.**

Required reading:

Chase, S. [Susan] E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin and Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 651-679). Thousand Oaks, CA: Sage. See Custom Course Book.

Murray, D. [Donald] M. (1980). Writing as process: How writing finds its own meaning. In T. R. Donovan & B. W. McClelland (Eds.), *Eight approaches to teaching composition* (pp. 3-20). Urbana, IL: National Council of Teachers of English. See Custom Course Book.

Suggested reading:

Carter, K. [Kathy] (1993). The place of story in the study of teaching and teacher education. *Educational Researcher*, 22(1), 1-12+18. Accessible through JSTOR.

Freeman, M. (1997). Why narrative? Hermeneutics, historical understanding, and the significance of stories. *Journal of Narrative and Life History*, 7(1), 169-176. See Custom Course Book.

**Finding readings in JSTOR:**

1. Go to the UWO Libraries home page at <http://www.lib.uwo.ca/>.
2. Click on “Databases by Title.”
3. Click on “JSTOR” (or “EZProxy” if you’re working from off campus).
4. Search for the reading in question using JSTOR’s Advanced Search feature.

**WEEK 3: Jan 21-26. What is narrative inquiry? How do you “do” it? How does it compare to other methodologies used in educational research?**

Note: Please don't be overwhelmed by the number of readings listed for this week. Most of them are quite short.

Required reading:

Schwandt, T. [Thomas] A. (1997). Narrative inquiry. In T. A. Schwandt, *Qualitative inquiry: A dictionary of terms* (p. 98). Thousand Oaks, CA: Sage. Available on the course website.

Schwandt, T. A. (2001). Narrative inquiry. In T. A. Schwandt, *Dictionary of qualitative inquiry* (p. 171). Available on the course website.

Creswell, J. [John] W. (2005). Narrative research designs. In *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2<sup>nd</sup> ed., pp. 473-508). Upper Saddle River, NJ: Merrill. Available on the course website.

Creswell, J. W. (2007). Qualitative approaches to inquiry. In J. W. Creswell, *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed., pp. 53-84). Thousand Oaks, CA: Sage Publications, Inc. **Focus on pp. 53-57, and Tables 4.1 and 4.2.** See Custom Course Book.

Suggested reading:

Revisit Carter (1995) and Chase (1995) for a discussion of how narrative research informs case study and interviewing respectively.

Pinnegar, S. [Stefinee] (2007). Afterword: Re-narrating and indwelling. In D. J. Clandinin, J. Huber, M. Huber, M. S. Murphy, A. M. Orr, M. Pearce, & P. Steeves. *Composing diverse identities: Narrative inquires into the interwoven lives of children and teachers* (pp. 176-181). London: Routledge. See Custom Course Book. This chapter discusses some of the language conventions of narrative inquiry.

**WEEK 4: Jan 28-Feb 2. Narrative inquiry: Some intellectual beginnings.**

Required reading:

Lakoff, G. [George] & Johnson, M. [Mark] (1980). Concepts we live by. In *Metaphors we live by* (pp. 3-6). Chicago, IL: The University of Chicago Press. See Custom Course Book.

Bruner, J. (2004). [Life as narrative](http://www.plataforma.uchile.cl/fb/cursos_area/cognit/unidad2/tema2/doc/bruner_2004_lifasnarrative.pdf). *Social Research*, 71(3): 691-710. Available at [http://www.plataforma.uchile.cl/fb/cursos\\_area/cognit/unidad2/tema2/doc/bruner\\_2004\\_lifasnarrative.pdf](http://www.plataforma.uchile.cl/fb/cursos_area/cognit/unidad2/tema2/doc/bruner_2004_lifasnarrative.pdf) . **Focus on pp. 691-699.**

Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Guba (Eds.). *Handbook of qualitative research*, 2nd ed. (pp. 923-948). Thousand Oaks, CA: Sage. See Custom Course Book.

Suggested reading:

Shank, G. [Gary] D. (2002). Narrating. In G. D. Shank, *Qualitative research: A personal skills approach* (pp. 146 – 163). Upper Saddle River, NJ: Prentice Hall. See Custom Course Book.

**WEEK 5: Feb 4-9. Narrative inquiry: Some beginnings in educational research.**

Required reading:

Connelly, F. M. & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5) 2-14. Available through JSTOR.

Clandinin, D. J. [Jean] & Connelly, F. M. [Michael] (2000). Composing field texts. In *Narrative inquiry: Experience and story in qualitative research* (pp. 92-116). San Francisco, CA: Jossey Bass. See Custom Course Book.

**WEEK 6: Feb 11-16. Guest discussion leader, Dr. Carl Leggo, UBC: Issues of discourse in narrative inquiry: how we compose and construct our narratives creatively, how writing our stories creatively can lead to writing our lives creatively.**

Required reading:

Leggo, C. (2004). Living poetry: Five ruminations. *Language & Literacy*, 6(2), 14 pp. Available at <http://www.langandlit.ualberta.ca/archivesAuthor.html>

Leggo, C. (2007). Narrative inquiry: Attending to the art of discourse. Submitted to *Language and Literacy*. Available on the course website.

**WEEK 7: Feb 19-23. Telling other peoples' stories.**

Note: Feb 18 is Ontario's new Family Day holiday at UWO (no class).

Required reading:

Buss, H. M. (2005) "Katie.com: My story": Memoir writing, the Internet, and embodied discursive agency. In M. Kadar, L. Warley, J. Perreault, & S. Egan (Eds.), *Tracing the autobiographical* (pp. 9-23). Waterloo, ON: Wilfred Laurier University Press. See Custom Course Book.

Luttrell, W. (2000). "Good enough" methods for ethnographic research. *Harvard Educational Review* 70(2), 499-523. Available through the ERIC Plus Text database.

**Finding readings in ERIC:**

1. Go to the UWO Libraries home page at <http://www.lib.uwo.ca/>.
2. Click on "Databases by Title."
3. Click on "ERIC Plus Text" (or "EZProxy" if you're working from off campus).
4. Search for the reading in question.

Suggested reading:

Revisit Bruner (2004), and focus on p. 700 onward for an example of a narrative inquiry from psychology.

Clandinin, D. J. [Jean], Huber, J. [Janice], Huber, M. [Marilyn], Murphy, M. S. [Shaun], Orr, A. [Anne] M.[Murray], Pearce, M. [Marni], & Steeves, P. [Pam]. (2006). Composing stories to live by: Interrupting the story of school. In D. J. [Jean] Clandinin et. al (eds.), *Composing diverse identities: Narrative inquires into the interwoven lives of children and teachers* (pp. 149-161). London: Routledge. See the Custom Course Book for this example of a narrative inquiry from education.

Wiebe, N. [Natasha] (2008). Di Brandt's writing breaks Canadian Mennonite silence and reshapes cultural identity. In M. Schulze, J. M. Skidmore, D. G. John, G. Liebscher, & S. Siebel-Achenbach (Eds.), *German Diasporic Experiences: Identity, Migration, and Loss*. Waterloo, ON: Wilfrid Laurier University Press. Available on the course website.

**CONFERENCE WEEK (no class): Feb 25-Mar 1.**

**WEEK 8: Mar 3-8. Telling your own story.**

Required reading:

Krall, F. R. [Florence] (1988). From the inside out: Personal history as educational research. *Educational Theory*, 38(4), 467-78. See Custom Course Book.

AND choose ONE (1) of the following:

Guiney Yallop, J. [John] J. (2005). Exploring an emotional landscape: Becoming a researcher by reawakening the poet. *Brock Education*, 14(2), 132-144. See Custom Course Book.

Hoogland, C. (1996). The geography of consciousness: The Dutch immigrants' daughter as artist. *Journal of The Canadian Society for Education Through Art*, 27(2), 14-21. Available on the course website.

Vaandering, D. [Dorothy]. (2004). Immigrant awareness: Stories, reflections, and impact. Unpublished manuscript, University of Western Ontario, London, ON. Available on the course website.

**WEEK 9: Mar 10-15. How is writing a method of inquiry in narrative inquiry? What can we learn from poets and professional writers if we choose to write part of our research in the form of a narrative?**

Required reading:

Cahnmann, M. [Melisa] (2003). The craft, practice, and possibility of poetry in educational research. *Educational Researcher*, (April), 29-36. Accessible through JSTOR.

Hoogland, C., & Wiebe, N. (2007). "This small matter of paying attention": A dialogue about listening to the body in narrative inquiry. Submitted to *ARIEL*. Available on the course website.

Suggested reading:

Conle, C. [Carole] (2000). Thesis as narrative or "What is the inquiry in narrative inquiry?" *Curriculum Inquiry*, 30(2), 189-214. Accessible through JSTOR.

Revisit Murray (1980), and revisit Richardson (2000).

**WEEK 10: Mar 17-20, 22. Guest discussion leader, Dr. Marlene Kadar, York University: Life writing in a dangerous time: fragments, absence/silence, and difficult knowledge.**

Note: Friday, March 21 is a UWO holiday (no class).

Required reading:

An article by the guest discussion leader: Kadar, M. (2005).  
The devouring: Traces of Roma in the Holocaust: No tattoo, sterilized body, gypsy girl. In M. Kadar, L. Warley, J. Perreault, & S. Egan (Eds.). *Tracing the autobiographical* (pp. 223-246). Waterloo, ON: Wilfrid Laurier University Press. Available on the course website.

An article by a scholar in the field: Gilmore, L. [Leigh]. (2001, Winter). Limit-cases: Trauma, self-representation, and the jurisdictions of identity. *Biography*, 24(1): 128-139. Available through the “ProQuest Research Library (1971-current)” database.

**Finding readings in ProQuest Research Library:**

1. Go to the UWO Libraries home page at <http://www.lib.uwo.ca/>.
2. Click on “Databases by Title.”
3. Click on “ProQuest Research Library (1971-current)” (or “EZProxy” if you’re working from off campus).
4. Search for the reading in question.

**WEEK 11: Mar 24-29. Guest discussion leader, Dr. Helen Buss, University of Calgary. Autocritography—bringing the “I” back into research writing; the self of the researcher/writer.**

Required reading:

Olshen, B. N. (2001). The self. In M. Jolly, (Ed.), *Encyclopedia of life writing: Autobiographical and biographical forms* (pp. 799-801). London, ENG : Fitzroy Dearborn. Available on the course website.

Veesser, H. A. (1996). Introduction: The case for confessional criticism. In *Confessions of the critics* (pp. ix-xxvii). New York : Routledge. Available on the course website.

Bleich, D. & Holdstein, D. H. (2001). Introduction: Recognizing the human in the humanities. In D. H. Holdstein & D. Bleich (Eds.), *Personal effects: Social character of scholarly writing* (pp. 1-26). Logan, UT: Utah State University Press. Available on the course website.

Suggested reading:

Based on the editors’ comments about the individual essays in the introductions to *Confessional criticism* and *The human in the humanities*, you might scan an essay or two

in these books that might be instructive to your own research in order to have concrete examples of autocritical writing.

### **WEEK 12: Mar 31-Apr 5. Writing workshop.**

*As narrative inquirers, we share our writing on a work-in-progress basis with response communities. By this we mean that we ask others to read our work and respond in ways that help us see other meanings that might lead to further retelling. (Clandinin & Connelly, 2000, p. 60)*

This week is reserved for writing your final paper and exploring related questions with your classmates. Use the class discussion area for Week 12 as a “writing workshop”—that is, post questions or concerns you are struggling with as you write your paper, or share excerpts from your writing so that you can benefit from your classmates’ responses. Be sure to preface any excerpts from your writing with a brief comment about what you’d like your classmates to help you with.

### **WEEK 13: Apr 7-10. Evaluating narrative inquiry—common criticisms of narrative inquiry; ethical concerns; issues of truth and fiction in narrative inquiry; criteria for evaluation.**

Required reading:

Eakin, P. [Paul] (2004). Introduction: mapping the ethics of life writing. In *The ethics of life writing* (pp. 1-18). Ithaca, NY: Cornell University Press. Available on the course website.

McIntyre, M. [Maura]. (2004). Ethics and aesthetics: The goodness of arts-informed research. In A. L. Cole, L. Neilsen, J. G. Knowles, & T. C. Luciani (Eds.), *Provoked by art: Theorizing arts-informed research* (pp. 251-272). Halifax, NS: Backalong Books. See Custom Course Book.

Suggested reading:

Atkinson, P. [Paul], & Delamont, S. [Sara] (2006). Rescuing narrative from qualitative research. *Narrative Inquiry*, 16(1): 164-172. See Custom Course Book.

Clough, P. [Peter] (2002). The map is not the terrain.... In *Narratives and fictions in educational research* (pp. 11-24). Philadelphia, PA: Open University Press. See Custom Course Book.

Mills, C. [Claudia] (2004). Friendship, fiction, and memoir: Trust and betrayal in writing from one’s own life. In P. Eakin (Ed.), *The ethics of life writing* (pp. 101-120). Ithaca, NY: Cornell University Press. See Custom Course Book.

parts of Dr. Leggo's syllabus; these are identified by the symbol †. Other passages of this course outline (set out by the symbol ††), are adapted from the Winter 2007 syllabus of Research Proposal Colloquium, a Joint PhD in Educational Studies course facilitated by Drs. Jonathan Bayley (University of Windsor), Jeanne Kentel (Brock), and Connie Russell (Lakehead).

**Works cited:** Boote, D.N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15; Frank, A. (1995). *The wounded storyteller: Body, illness, and ethics*. Chicago, IL: University of Chicago Press; and Wiebe, N. (1998). A rationale for a correspondence version of a first-year university expository writing course. (Master's thesis, University of Windsor, 1998). Thesis Abstracts International AAT MQ52493.