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EDUC 810   EDUC 805

Class Meets in Education Building Room 105
Office Hours: After each face-to-face class meeting and online
Hybrid: 50-85% Online Instructional Method

COURSE DESCRIPTION

This workshop-style course is the second course in a series of two courses and is offered to doctoral students who took the first course, TED 6319 Special Topics: Transnational and transfronterizx literacy practices. In the first course, students developed a narrative of a transfronterizx student by gathering data through three phenomenological interviews and completing of a written life-story of their participant. The "Narrative Inquiry" course is designed to assist doctoral-level students to conduct in-depth narrative analysis based on the interview transcripts from the first course, and to write their findings based on this process of analysis. Students will learn about diverse approaches to narrative inquiry, recommended methods for data collection and analysis, as well as how to use theoretical frameworks in the analysis and discussion of narratives. Students will collaborate to write papers around themes they identify through their analysis to be submitted for publication. Finally, they will present their findings in a national conference (Latin American Studies Association, 2019).

REQUIRED COURSE READINGS

Anzaldúa, G. (2012). *Borderlands/La frontera: The new mestiza* (4th ed.). San Francisco, CA: Aunt Lute Books.

Chase, S. (2010). Narrative inquiry: Multiple lenses, multiple approaches. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 208-236). New York: Routledge.

Luttrell, W. (2010). "Good enough": Methods for life-story analysis. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 258-278). New York: Routledge.

Torrez, J. E. (2013). Somos Mexicanos y hablamos Mexicano aqui: Rural farmworker families struggle to maintain cultural and linguistic identity in Michigan. *Journal of Language, Identity & Education*, *12*(4), 277-294.

Vila, P. (2005). *Border identifications: Narratives of religion, gender, and class on the U.S.-Mexico border*. Austin, TX: The University of Texas Press.

In addition, students will read and analyze:
- Seven narratives that each research team member wrote in summer of 2018.
- Twenty-one interview transcripts developed by the research team.

COURSE SCHEDULE

Meeting	Topic	Due
1.	**Introduction to Narrative Inquiry** Write a short memo (300-500 words) in which you reflect on new insights, thoughts, questions, connections that you made between your research process and what you read and we discussed about narrative inquiry. What are some new ways that you are thinking about your research? What steps might you want to take next?	Reading: Chase, S. (2010). Narrative inquiry Memo 1: Your research process and narrative inquiry. DUE: May 20 or prior to this date
2.	**Theory and Narrative Inquiry** How to conduct narrative analysis? How to use theory when you conduct your analysis?	Readings: Luttrell, W. (2010). "Good enough": Methods Luttrell, Torrez, J. E. (2013). Somos Mexicanos y hablamos Mexicano aqui Memo 2: Researcher Reflexivity DUE: May 21 or prior to this date

3.	**Theoretical Reflections on narratives on the US-Mexico border**: The multiple narrated selves on the border **Workshop:** Identifying discursive strategies in our narratives (stories within the story; larger societal discourses.	Vila, P. (2005). *Border identifications* Anzaldúa, G. (2012). How to tame a wild tongue. In *Borderland* Memo 3: Using theory in narrative analysis DUE: May 22 or prior to this date
4.	**Workshop:** Continue your identifying discursive strategies in your three transcripts.	Readings: Three interview transcripts Individual coding of 3 interview transcripts
5.	**Online work:** Coding **Workshop:** Outline your paper in your teams Decide on the theoretical frameworks that you will use in your analysis.	Readings: 8 narratives written by the research team Individual coding of 8 narratives
6.	**Online work:** In teams, write your paper and send it to both instructors for feedback.	Readings: 8 narratives written by the research team Bring your codes to class. DUE: Conference paper draft
7.	**Paper presentations rehearsals** **Online work:** revise papers including feedback provided by peers and professors.	Read and discuss instructors feedback PowerPoint presentation (draft)
8.	**LASA presentations** and debriefing	**DUE** PowerPoint presentation
9.	**Workshop:** Finalize the conference paper	**DUE:** Final Conference Paper on June 1st.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

The learning objectives and outcomes for this course will be achieved through a combination of readings, assignments, and activities. The following table provides a list of the most relevant student learning outcomes for the course and the assessments that will be used to evaluate students' learning.

STUDENT LEARNING OUTCOMES		ASSESSMENTS
1.	Demonstrate an understanding of the major philosophical, theoretical, and disciplinary foundations and history of narrative research.	Participation Memos
2.	Reflect on and explain issues related to ethics, reflexivity, and positionality involved in narrative inquiry research.	Participation Memos Student Presentations Conference Paper
3.	Engage in iterative processes of analysis using theory to contribute new knowledge to the field.	Participation Memos Student Presentations Conference Paper
4.	Write a co-authored manuscript for publication applying main contents of the course.	Conference Paper

COURSE ASSIGNMENTS

ASSIGNMENTS	
PARTICIPATION	30%
MEMOS	30%
STUDENT PRESENTATIONS	10%
FINAL PAPER	30%

PARTICIPATION   (30% of grade)

Participation is essential to learning and to completion of assignments. For the majority of our face-to-face class meetings, participation is comprised of four main areas: **preparation**, **contribution**, **structured conversations**, and **reflection**. **Preparation** requires students to thoughtfully complete all assigned readings and to prepare reading notes on each of the assigned readings. **Preparation** also requires student to bring other scheduled assignments to class as per the course schedule and guidelines. **Contribution** requires students to arrive to class on time and to remain engaged throughout the entire class meeting. **Contribution** also requires students to be prepared to share and explain readings in the moment using their reading notes. **Contribution** requires students to advance their own learning and the learning of their peers through relevant

and thoughtful insights, observations, and questions. **Structured conversations** require students to provide timely, consistent, quality feedback to their research peer(s). **Structured conversations** require students to listen actively and reflectively to research peer(s) to ensure that they provide applicable and accurate feedback based on course content. **Reflection** requires students to think deeply and honestly about their learning process. **Reflection** requires students to provide a final, written formative assessment of their learning process.

Students will complete a self-evaluation on each of the four main areas of participation at the end of the course. The instructor will also evaluate students' participation using this rubric.

1-8 pt(s).	0 pts.
Student has thoughtfully completed **all** required readings=1 pt.	Student has not completed **all** required readings=0 pt.
Student has completed reading notes for each of the required readings =1 pt.	Student has not completed reading notes for each of the required readings=0 pt.
Student has completed and brought scheduled assignments to class as per course schedule and guidelines=1 pt.	Student has not completed and brought scheduled assignments to class as per course schedule and guidelines=0 pt.
Student arrived on time and remained engaged throughout the entire class meeting= 1 pt.	Student did not arrive on time and/or did not remain engaged throughout the entire class meeting= 0 pt.
Student shared observations, explained readings, and answered questions about readings in the moment and using reading notes as a reference= 1 pt.	Student did not share observations, explain readings, or answer questions about readings in the moment= 0 pt.
Student advanced their own learning and learning of peers through relevant and thoughtful insights, questions, and observations=1 pt.	Student did not advance their own learning and learning of peers through relevant and thoughtful insights, questions, and observations=0 pt.
Student provided consistent, quality feedback to research peer(s)=1 pt.	Student did not provide consistent, quality feedback to research peer(s)=0 pt.
Student listened actively and reflectively to their research peer(s) and provides applicable suggestions and accurate feedback based on course content=1 pt.	Student did not listen actively and reflectively to their research peer(s) and thus, did not provide applicable suggestions and accurate feedback based on course content=0 pt.

MEMOS
(30% of grade)

Memos help to guide a developmental approach to learning. Memos focus on multiple aspects, topics, and phases involved in the research process, including but not limited to: researcher reflexivity and positionality, theory, methodology, analysis, and writing up the research, etc. As a consequence, memos are instrumental and essential for

completion of the final research presentation and paper. **NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to evaluate memos:

90-100 pts.	80-89 pts.	70-79 pts.
Memo is completed as per guidelines.	Memo is mostly completed as per guidelines.	Memo is partially completed as per guidelines.
Memo demonstrates thoughtful and reflective development of the research process.	Memo demonstrates mostly thoughtful and reflective development of the research process.	Memo demonstrates partially thoughtful and reflective development of the research process.
Memo demonstrates solid, foundational understanding and application of qualitative research.	Memo demonstrates mostly solid, foundational understanding and application of qualitative research.	Memo demonstrates incomplete foundational understanding and application of qualitative research.
Memo is free from all formatting and most grammatical errors and is concisely and well written.	Memo is free from all formatting and most grammatical errors and is concisely and well written.	Memo contains formatting and grammatical errors and/or is not concise or well written.

STUDENT PRESENTATIONS
(10% of grade)

Student presentations provide a structured opportunity to share your learning process with the entire class in order to receive formative feedback. There will be two different student presentations (consult course schedule for dates). Specific guidelines will be provided. Rubrics for student presentations will be provided in-class.

CONFERENCE PAPER
(30% of grade)

This assignment is the final revised conference paper. The paper should include the following sections: Introduction, Methods, Theoretical Framework, 2 or 3 significant findings related to your topic, Discussion, and conclusions/ implications.

NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.

EVALUATION OF ASSIGNMENTS

 "A" means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its

points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

"B" means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of "A" work, particularly written work that demonstrates less robust data collection, "forced" analysis and/or less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

"C" means work that omits one or more aspects of an assignment, does not attend to specific assignment guidelines/requirements, demonstrates thin data collection, superficial analysis and/or includes poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.
Below a C is failing a graduate course or a graduate assignment.

COURSE POLICIES

Preparation and Participation
It is expected that students will take advantage of this course to develop a deeper understanding of narrative inquiry. To do this, students need to read, think, research, analyze, and write as a scholar. Students are expected to complete all the readings, interpret them, discuss them with peers, and use them to develop narrative research skills. Students are expected to attend class and actively participate in discussions and activities.

The class is a 3-credit doctoral course. As previously stated, students are responsible for attending class prepared to explore points and questions with colleagues. This class will be conducted in primarily a seminar style. The expression of diverse viewpoints as well as requests for clarification and elaboration should be cordial, respectful, and contribute in a positive and productive manner to the collective learning community. Requests for clarification and elaboration that are more individually focused are best addressed one-on-one with professor during office hours or by appointment. Discussion should be evenly distributed amongst all course members. The ability to listen closely and with an open-mind represent essential skills involved in conducting narrative research. Students are expected to practice those skills in class discussions.

Attendance and punctuality
Unexcused absences exceeding 1 class meeting will result in a loss of 5 points to final grade. With 3 absences, the professors reserve the right to drop a student from the class. Please, notify the professor in the case of an emergency. Excused absences require authorized documentation (i.e. doctor's note). Please inform the professor of professional travel that will result in an absence. It is also important that students arrive on time to class since late arrivals and early departures are disruptive. In the case of a late arrival due to unforeseen circumstances, contact a fellow class member and ask

them to inform the professor. In the case of an absence or a late arrival, the student is responsible for consulting with a fellow class member or visiting the professor during office hours to obtain missed material, information, assignments, including group work.

Assignments
Late assignments will NOT be accepted in this course. Use APA style in all written assignments.

IRB and confidentiality
The privacy and identity of persons observed or interviewed should be protected in all written materials. Therefore, please use pseudonyms.

Email and Blackboard
UTEP email and BB are the primary modes of communication used between class meetings, please check both for messages, and/or updates on a regular basis. Students are responsible for any communication sent via UTEP email and/or BB.

Academic honesty
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Classroom Accommodations
If a student has or believes they have a disability, they may wish to self-identify. The student can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If a student has a condition which may affect their ability to exit safely from the premises in an emergency or which may cause an emergency during class, the student is encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. Students may call 747-5148 for general information about the Americans with Disabilities Act (ADA).