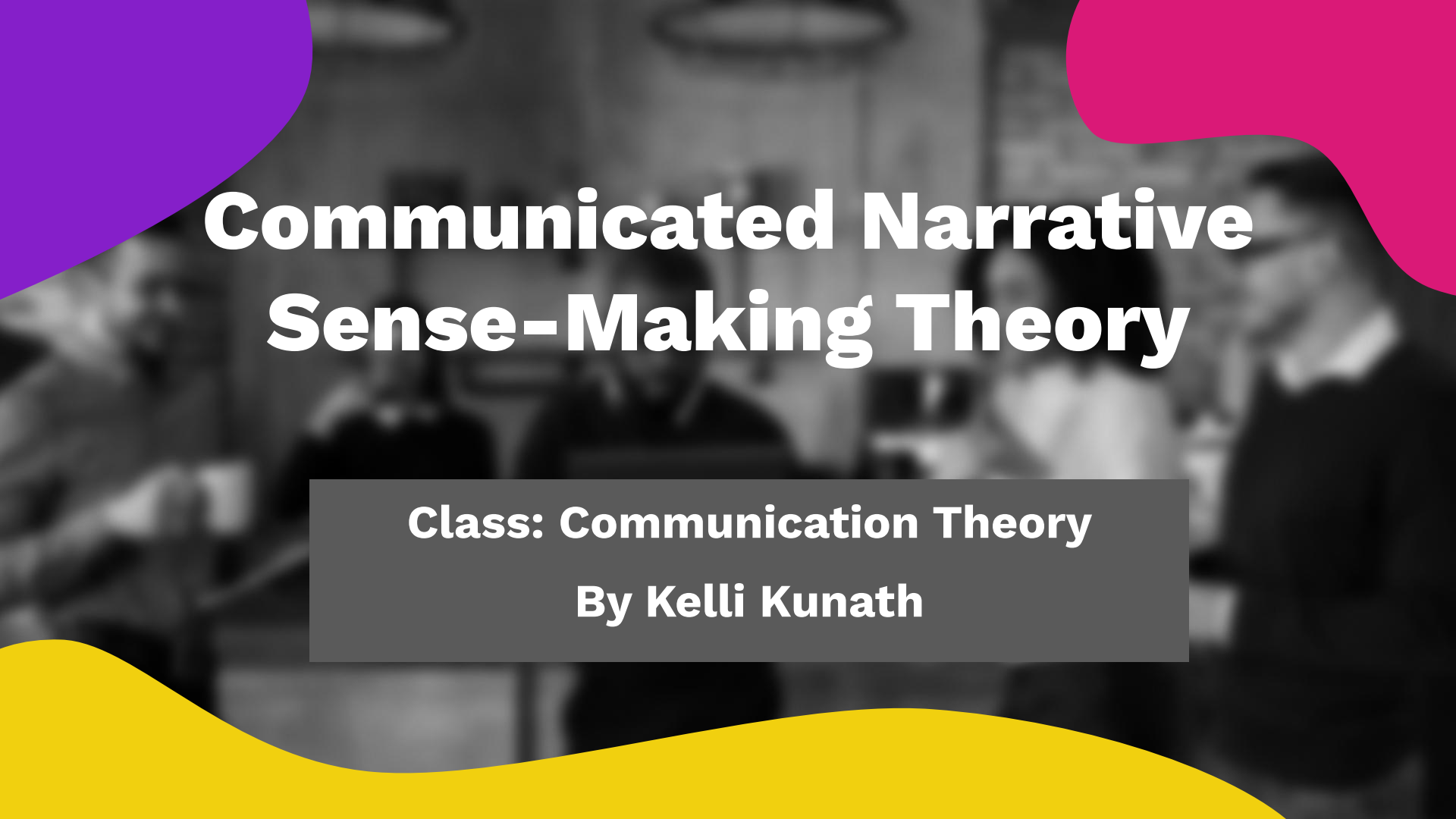


The background of the slide features a grayscale photograph of a group of people in a meeting or classroom setting, with some individuals looking at a screen. This image is overlaid with large, vibrant, abstract shapes: a purple shape in the top-left corner, a pink shape in the top-right corner, and a yellow shape along the bottom edge.

Communicated Narrative Sense-Making Theory

Class: Communication Theory

By Kelli Kunath

What is Communicated Narrative Sense-Making Theory ?

Quick overview of (CNSM)

It examines the content and process of storytelling in relation to health constructs (e.g., mental and physical health, satisfaction in relationships, coping) in order to illustrate how storytelling relates to and affects wellbeing. CNSM theory is guided by three heuristics: retrospective storytelling, interactional storytelling, and translational storytelling.

Goals

1. understand how the communication of stories (storytelling) helps people make sense of their lives.
2. how the content and process of communicated narrative sense-making affects and reflects individual and relational health and well-being.



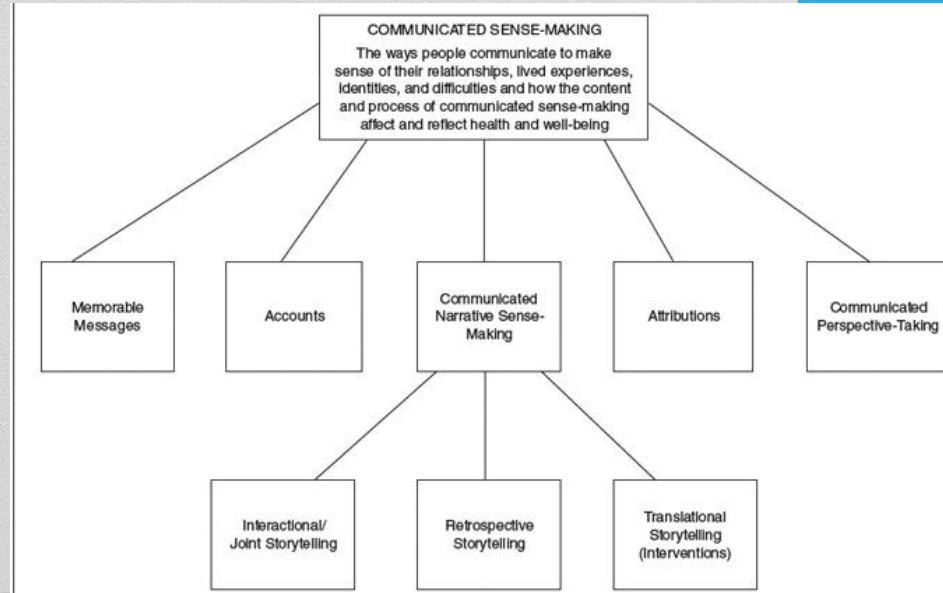
Jody Koenig Kellas

video

explaining the functions of narrative and storytelling

<https://youtu.be/E4E9DPoZUuA?t=210>

Stop at 4:51



Name of the article that I will be discussing

"My Mom Always Tells that Story to Friends and Relatives": Exploring the Phenomenon of Other-Presentation



Quick Intro

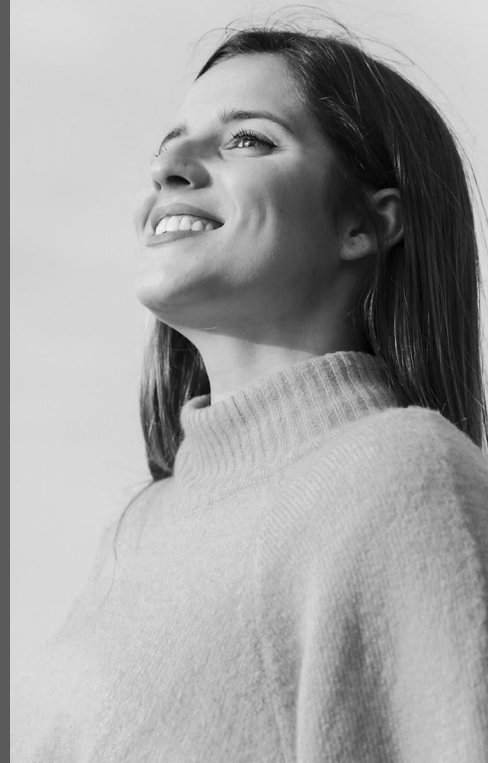
In order to understand the phenomenon of other-presentation, this study used grounded theory to develop two typologies based on communicated narrative sense-making theory (CNSM).

The specific purpose of this study was to explore the ways in which parents construct their children's identities when communicating with third parties and to identify the types of stories they tell.

By using theoretical sampling and a narrative adaptation of the constant comparison method, they analyzed 60 stories children remember their parents telling about them.

The studies Research Questions

- 1** How do adult children recall being presented (i.e. characterized as representing a particular identity) in the stories their parents tell about them to other people?
- 2** What types of perceived functions do the stories adult children recall their parents telling about them play?
- 3** What, if any, relationships exist among the emergent findings?



Participants

- at least 18 years old (adult children) and remember a **story** their parents (as they defined them) told about them to **other** people.
- all participants (n = 60) took a demographic survey before they met for a face-to-face narrative interview for which they were not compensated.

Demographics

- Ages ranged from 19–64 years old with a mean age of 27 years
- 33 identified as women, 26 identified as men, and one person who selected other
- The majority of participants identified as White (n = 58), although some participants selected more than one category.
- 50 participants (adult children) recalled a **story** told by their mothers and the other 10 participants shared stories told by their fathers.

Interviews

- The participants asked to recount a story they remembered their parents telling about them to other people.
- First the participants were instructed to think of themselves as an author of a novel, doing their best to share the story as their parent tells it.
- Participants were later given the chance to share the story from their own perspective, although many told it exactly as their parents.
- Lastly, participants were asked a few semi-structured open-ended questions to gain additional details about their recollected stories



Results



Using the heuristics of time and valence, they identified four emergent impressions and four emerging story functions.

Specifically, parents created the following four impressions: (1) the prodigal child, (2) the special child, (3) the party pooper, and (4) the child of misfortune. (This answers their first research question)

Furthermore, parents identified these four **story** functions: (1) to tease, (2) to express pride, (3) to rebuke, and (4) to entertain. (This answers their second research question).

To answer the third research question, they identified two orientations that guided emergent identity impressions and perceived story functions: time and valence.

Writing activity

Take a few minutes and jot down a story you remember your parents telling about you to other people.

Citations (MLA)

Braithwaite, Dawn O., and Paul Schrodt. *Engaging Theories in Interpersonal Communication*. New York, Routledge, 14 Sept. 2021. Accessed 7 Mar. 2022.

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Kellas, Jody K. and Haley K. Horstman. "Communicated Narrative Sense-Making: Understanding Family Narratives, Storytelling, and the Construction of Meaning Through a Communicative Lens." *The SAGE Handbook of Family Communication*. Lynn H. Turner and Richard West. Thousand Oaks: SAGE Publications, Inc., 2015, pp. 76-90. *SAGE Knowledge*. 7 Mar 2022, doi: <https://dx.doi.org/10.4135/9781483375366.n5>.

Scharp, Kristina M., et al. ““My Mom Always Tells That Story to Friends and Relatives’: Exploring the Phenomenon of Other-Presentation.” *Journal of Family Communication*, vol. 20, no. 2, Apr. 2020, pp. 146–59. *EBSCOhost*, <https://doi-org.snc.idm.oclc.org/10.1080/15267431.2020.1739689>.