

## Course Syllabus

COMM 5340.02  
Course Number and Section

Instructor: Lynn Rubright  
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Storytelling Across the Curriculum  
Course Title

Spring II, 2005  
Term

3 hours  
credit

Site: 50 St, Louis Campus

### 1. Course Description: (student focus, rationale, scope no prerequisites)

The purpose of this course is to help students bring their curriculum to life through the art of storytelling. This course enables MAT students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, historical tales, lore, legend, myths, sagas. Students will explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units. This course focuses on storytelling as a performance art that often incorporates movement, music, mime, puppets, story theater, visual arts, and other media. We also discuss the power of stories in developing character education, including issues of diversity, peace and justice. By modeling storytelling in their own classrooms, teachers can help their own students become storytellers, too.

Because of the experiential nature of this course, attendance is very important. If you must be absent please contact Lynn Rubright at the above email address to design make up work.

### 2. Learning Outcomes: (goals, objectives, course outcomes, etc.)

The MoSTEP STANDARDS and School of Education Goals and Dispositions will be discussed the first night of the course to help students incorporate them into assignments using story across the curriculum. The primary goal of this course, however, is to help teachers (and others taking the course) develop a broader range of oral communication skills with emphasis on enriching one's existing curriculum by incorporating storytelling into the daily teaching of subject matter. Curriculum design is an important component of this course. It is suggested that in written assignment students include application of MoStep Standards and the SOE goals and dispositions.

3. Schedule of required readings, class preparations and assignments, lectures, discussions student presentations, out-of-class assignments and exams.

### **WEEK 1 Monday, March 21, 2005**

#### **Introduction and Family Folklore Unit.**

The first class session will include a discussion of syllabus, explanation of goals and objectives, including SOE goals and dispositions and MOSTEP standards, and how students can incorporate them into the content of this course.

Oral history and family stories will be developed based on students personal experiences by getting in touch with "memory", shaping them through both telling and writing. We will emphasize setting, character, conflict, crisis and resolution. We will also discuss how to develop an interdisciplinary Family Folklore Unit.

#### **Interdisciplinary Family Folklore Storytelling Unit is due WEEK 3, Monday, April 4, 2005.**

Please reflect upon assigned readings (and articles) for inclusion in "Storytelling and Family Folklore" paper due next week:

Readings: Rubright, L. Beyond the Beanstalk: Chapter 10: Family Folklore; Chapter 11: History Telling: An Oral History Project: Chapter 12: Eldertel: Senior Citizens and Children Share Stories. Appendix A: Then and Now: A Family Folklore Interdisciplinary Storytelling Unit. Please quote from readings in your Section One of Family Folklore Unit, and document references properly at end of this segment. Also read article handouts and make notes on content from web site: [www.storyarts.org](http://www.storyarts.org) .

### **WEEK 2, Monday, March 28, 2005**

Festival of Family Folklore

Oral sharing of family folklore story you worked on Monday, March 15. Please work on this story in both written and oral forms. PLEASE BE SURE THAT YOUR STORY CAN BE TOLD IN TEN MINUTES. Practice and time it several times. NO WRITTEN WORK DUE THIS SESSION.

For Monday, April 4 please read: Beyond the Beanstalk: Chapter 8: Quick and Easy Method of learning a Story to tell; Chapter 15: "Stories to Tell, and Appendix B: Storytelling: Movement and Drama Exercises (using short folktales and fairy tales from around the world and learning to tell them).

### **WEEK 3, Monday, April 4, 2005**

Hand in Family Folklore Storytelling Unit.

Learning Stories to TELL Quick and Easy.

Reading assignment for Monday, April 11, From Beyond the Beanstalk, please read Chapter 1, "Beyond the Beanstalk"; "Chapter 2, "Frog and Toad's Garden", Chapter 3, "Rosie's Walk, and Chapter 9, "Ananse the Spider: Storytelling African Style";

### **WEEK 4, Monday, April 11, 2005**

Literary and Folk Tales. Storytelling through movement, chant: This session may include: **Rosie's Walk; Frog and Toad, Jack and the Beanstalk, and Ananse the Spider Tale.** The topic is: creating sequels. Please write a thoughtful, detailed Discussion Paper of what we covered tonight on these stories to be handed in Monday, April 18, 2004. Guidelines will be handed out in class.

We will also begin our study of Missouri history on topics of the Great Depression, civil rights, and tolerance, justice, peace, tolerance and diversity. Please read the handout on video documentary: Oh Freedom after While: Sharecropper Protest in SE MO in 1939 in preparation for class, Monday April 18, 2005.

**WEEK 5, Monday, April 18, 2005 At Emerson Library. Meet in Curriculum Library at 5 PM. (Second floor) Please do not be late.**

Continued exploration of topics presented in Oh Freedom After While. With focus on curriculum design using storytelling on issues of Great Depression, civil rights and justice, peace, tolerance and diversity. INTERNET RESEARCH COMPONENT with Ellen Eliceiri, head of Public Services and Reference, Emerson Library.

Curriculum development of content based on themes presented in video documentary Oh Freedom After While: Great Depression Era, civil rights, black and white relations then and now. Please keep careful notes and prepare a 2 page discussion paper on one or more of these topics with focus on one or more pieces of children's literature, such as Patricia Polocco's **Chicken Sunday**, and Patricia McKissack's **Goin' Someplace Special**, appropriate to your grade level.

**WEEK 6, Monday, April 25, 2005**

Fables, Puppetry and Play writing. Please bring tissue paper, glue, glue gun, scissors, fabric, lace, feathers, felt all students Keep detailed notes on this session as a component for the final paper on Storytelling with Puppets.

**WEEK 7: Monday, May 2, 2005**

History telling and Bally Sally Cato . Please bring the story you plan to tell for final Storytelling Festival READY to share with story coach partners. Know the story bones: setting, characters, sequence of events, and resolution, so you can work on this in class without text.

**WEEK 8:**

**Monday, May 9, 2005 Meet at the Conference Room in Emerson Library.**

Final Storytelling Festival and Final project Due.

Please submit paper in self addressed STAMPED manila envelope – (to be sure have it weighed at post office). This is a class requirement. Papers will not be accepted as attachment on email.

4. Resources: Texts: Rubright, Lynn. *Beyond the Beanstalk: Interdisciplinary Learning through Storytelling*. 1996. Heinemann.

Supplemental readings to be handed out. Internet sources.

5. Evaluation: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below:

There will be periodic papers assigned that will be evaluated and graded by the instructor. Class presentations are an important part of this experiential communications course.

It is suggested that students will keep class notes and units designed for *Storytelling Across the Curriculum* in a three ring binder, separating story categories by genre. Assignments will be submitted in a file folder or manila folder when due.

Students will designate MoStep standards and SOE Goals and Dispositions appropriate for the grade level they teach on various units designed for this course, including the final project.

Remember: The final project will be due May 9 and must be submitted in a self addressed manila self addressed envelope.