

Course Syllabus

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| COMM 5340.04 Course Number and Section | Lynn Rubright Instructor | lynntells@aol.com email | |
| Storytelling Across the Curriculum Course Title | Spring II, 2004 Term | | 3 hours credit |
| hours | | | |

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. By modeling storytelling in their own classrooms, teachers can help their students become storytellers, too. This course enables 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, 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.

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.)

NOTE: Each of the 10 MoSTEP STANDARDS will addressed some way during this course as it applies to individual components of this course. The primary goals of this course are to help teachers (and others taking the course to develop a broader range of oral communication skills with emphasis on how to enrich one's existing curriculum by incorporating storytelling into the daily teaching of subject matter. Curriculum design using storytelling is a component of each assignment/unit. MoSTEP Standards will be part of each Interdisciplinary Storytelling Unit designed by students.

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

WEEK 1 Monday, March 15, 2004

Introduction and Family Folklore Unit. Oral history and family stories based on students' personal experiences. Imaginary journey, to get in touch with "memory", shaping it by telling and writing it. Emphasis on setting, character, conflict, crisis and resolution. Discussion of syllabus, explanation of goals and objectives. Discussion of how to develop a Family Folklore unit.

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.

Blatt, Gloria. *Once Upon a Folktale*: all chapters dealing with family folklore and personal stories. (and hand out articles)

Week 2, Monday, March 22, 2004

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

Family Folklore Storytelling Unit is due Monday, March 29, 2004

Readings: ***Beyond the Beanstalk***: Chapter 10: Family Folklore: Storytelling and Creative Writing; 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.

Week 3, March 29, 2004

Hand in Family Folklore Storytelling Unit.

Learning Stories to TELL Quick and Easy. Please read from 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).

Please read Chapter 9, "Ananse the Spider: Storytelling African Style", Beyond the Beanstalk.

Week 4, Monday, April 5, 2004

Literary and Folk Tales. Storytelling through movement, chant: **Rosie's Walk; Frog and Toad, Jack and the Beanstalk** and Creating sequels.

Please write a thoughtful, detailed reflection of what we covered tonight to be handed in Monday, April 19, 2004. Guidelines for this paper will be discussed in class.

Please begin research on internet on teaching a Native American Unit in your classroom. Suggestion: You may wish to purchase or get from library one of Mr. Joseph Bruchac's book and bring it to class. Please bring other of your favorite Native American tales for discussion.

Week 5, Monday, April 12, 2004 At Emerson Library. Meet in Curriculum Library at 5 PM. (Second floor) Please do not be late.

INTERNET RESEARCH COMPONENT with Ellen Eliceiri, head of Public Services and Reference, Emerson Library, on using the Internet to research approaches to learning about and teaching Native American Stories. Emphasis on the work of Joseph Bruchac and Michael J. Caduto. Example: Keepers of the Earth: Native American Stories and Environmental Activities for Children.

A component of how to tell and teach Native American stories will be included in your final paper, handed in May 3. Take careful notes.

Week 6, Monday, April 19, 2004

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, April 26, 2004

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 3, 2004

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).

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

Blatt, Gloria. Once Upon a Folktale. Columbia Teachers Press. These books are available in the Webster U. Book store. Please purchase both copies before the course begins.

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 handed in that will be evaluated and graded by the instructor. Class presentations are an important part of this experiential communications course.

Students will keep class notes and units designed for Storytelling Across the Curriculum in a three ring binder, separating story categories by genre we will be studying. Assignments will be submitted in a file folder or manila folder when due.

The final project will be due May 3 and must be submitted in a self addressed manila self addressed envelope. MoStep standards will be designated on various units designed by students for this course, including the final project. This is a course requirement. Papers will not be accepted in on attachment via email.