



Course Syllabus

<b>COURSE NUMBER:</b> COMM 5340.02	<b>COURSE TITLE:</b> Storytelling Across the Curriculum	<b>TERM:</b> SPRING 2006
<b>SITE</b> Webster Groves	<b>INSTRUCTOR CONTACT INFORMATION:</b> Dr. Carol R. Hoyt Webster Hall 344 314-961-2660 #8058 crhoyt@webster.edu	<b>CREDIT HOURS:</b> 3

- COURSE DESCRIPTION:** 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, and 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.

## 2. LEARNING OUTCOMES

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will develop a broader range of oral communication skills.	SOE Communication Arts Goal #2: Students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SOE Goal 1.1 Disp. 3.3 MoSTEP 7.1, 7.2, 7.4
Students will develop a “toolkit” of storytelling resources linked to the genres of family folklore, literary tales, fairy and folktales, historical stories, and story-based music.	SOE Communication Arts Goal #1 Students will understand the importance of the various media and arts in the communication arts process.  SOE Communication Arts Goal #4: Students will appreciate the need for diversity in life and in the school curriculum.	SOE Goal 1.4, 2.2, 2.3,, 4.1, 4.2 SOE Disp. 2.1 MoSTEP 1.1, 1.2, 1.3, 1.5, 5.1, 5.2,
Students will enrich existing curriculum by incorporating storytelling into the daily teaching of subject matter.	SOE Communication Arts Goal #3 Students will promote creative thought and expression through leadership in schools and communities.	SOE Goal 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3 Disp. 3.5 MoSTEP 3.1, 3.2, 3.4, 5.1,5.2, 6.,2 6.3, 7.2, 8.1, 8.2, 7.3,

## 3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

### SESSION ONE: FAMILY FOLKLORE

- Family Stories
- Precious Objects
- Sensory Memories
- Harvesting personal folklore
- Family Folklore Unit Assignment

Assignment for Session Two:

- ✓ Prepare to perform 10-minute family folklore story. Begin work on Family Folklore Unit
- ✓ Read assigned chapters in *Beyond the Beanstalk*

## SESSION TWO: STORIES FROM OUR OWN BACKYARDS

- Perform Family Folklore Stories
- Urban Legends
- Community Stories
- Local History Telling
- Oral History

### Assignment for Session Three:

- ✓ Prepare to turn in Family Folklore Unit
- ✓ Read assigned chapters in *Beyond the Beanstalk*

## SESSION THREE: TRADITIONAL LITERATURE AND LITERARY TALES

- Fairy and Folktales
- Literary Tales
- Storyweaving and Creative Drama
- On sequence and sequels.

### Assignment for Session Four:

- ✓ Reflection on Fairy, Folk, and Literary stories.
- ✓ Read handouts provided by instructor.

## SESSION FOUR: “OTHER PEOPLE’S STORIES”

- Cultural Sensitivity and Story selection
- Combating stereotypes.
- Storytelling and the “Sacred”

### Assignment for Session Five:

- ✓ Reflection on “Other People’s Stories”
- ✓ Read assigned chapters in *Beyond the Beanstalk*

## SESSION FIVE: HISTORY TELLING

- Biography as history.
- Creating Personae
- People who are Bigger than Real.

### Assignment for Session Six:

- ✓ Reflection on History Telling
- ✓ Read assigned chapters in *Beyond the Beanstalk*

## SESSION SIX: STORIES FROM THE “CLASSICS”

- Stories from Shakespeare
- Macbeth and Story Theatre

### Assignment for Session Seven:

- ✓ Reflection on Classic Stories
- ✓ Read assigned chapters in *Beyond the Beanstalk*

## SESSION SEVEN: SONG AS STORY

- Ballads, Epics, and Sagas
- Music, History, and Mythology

### Assignment for Session Eight:

- ✓ Prepare final project and performance for Storytelling Festival.

## SESSION EIGHT: STORYTELLING FESTIVAL

### **4. RESOURCES:**

Required Text: Rubright, L. (1996) *Beyond the beanstalk: Interdisciplinary learning through storytelling*. Portsmouth, N.H.: Heinemann

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

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
Family Folklore Performance	Students will develop a broader range of oral communication skills	10%
Family Folklore Unit	Students will develop a “toolkit” of storytelling resources linked to the genres of family folklore, literary tales, fairy and folktales, historical stories, and story-	30%

	<p>based music.</p> <p>Students will enrich existing curriculum by incorporating storytelling into the daily teaching of subject matter.</p>	
Reflection: Folk, Fairy, and Literary Tales	<p>Students will develop a “toolkit” of storytelling resources linked to the genres of family folklore, literary tales, fairy and folktales, historical stories, and story-based music.</p> <p>Students will enrich existing curriculum by incorporating storytelling into the daily teaching of subject matter.</p>	5%
Reflection: On telling “other people’s stories	<p>Students will develop a “toolkit” of storytelling resources linked to the genres of family folklore, literary tales, fairy and folktales, historical stories, and story-based music.</p> <p>Students will enrich existing curriculum by incorporating storytelling into the daily teaching of subject matter.</p>	5%
Reflection: Stories from the Classics	<p>Students will develop a “toolkit” of storytelling resources linked to the genres of family folklore, literary tales, fairy and folktales, historical stories, and story-based music.</p> <p>Students will enrich existing</p>	5%

	curriculum by incorporating storytelling into the daily teaching of subject matter.	
Reflection: History Telling	<p>Students will develop a “toolkit” of storytelling resources linked to the genres of family folklore, literary tales, fairy and folktales, historical stories, and story-based music.</p> <p>Students will enrich existing curriculum by incorporating storytelling into the daily teaching of subject matter.</p>	5%
Final Storytelling Performance	Students will develop a broader range of oral communication skills	10%
Final Project	Students will enrich existing curriculum by incorporating storytelling into the daily teaching of subject matter	30%

## 6. GRADING SCALE :

**93-100%=A**  
**90-92%=A-**  
**83-89%=B**  
**80-82%=B-**  
**73-79%=C**  
**70-72%=C-**  
**60-69%=D**  
**Below 60%=F**

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

## **7. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## **8. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

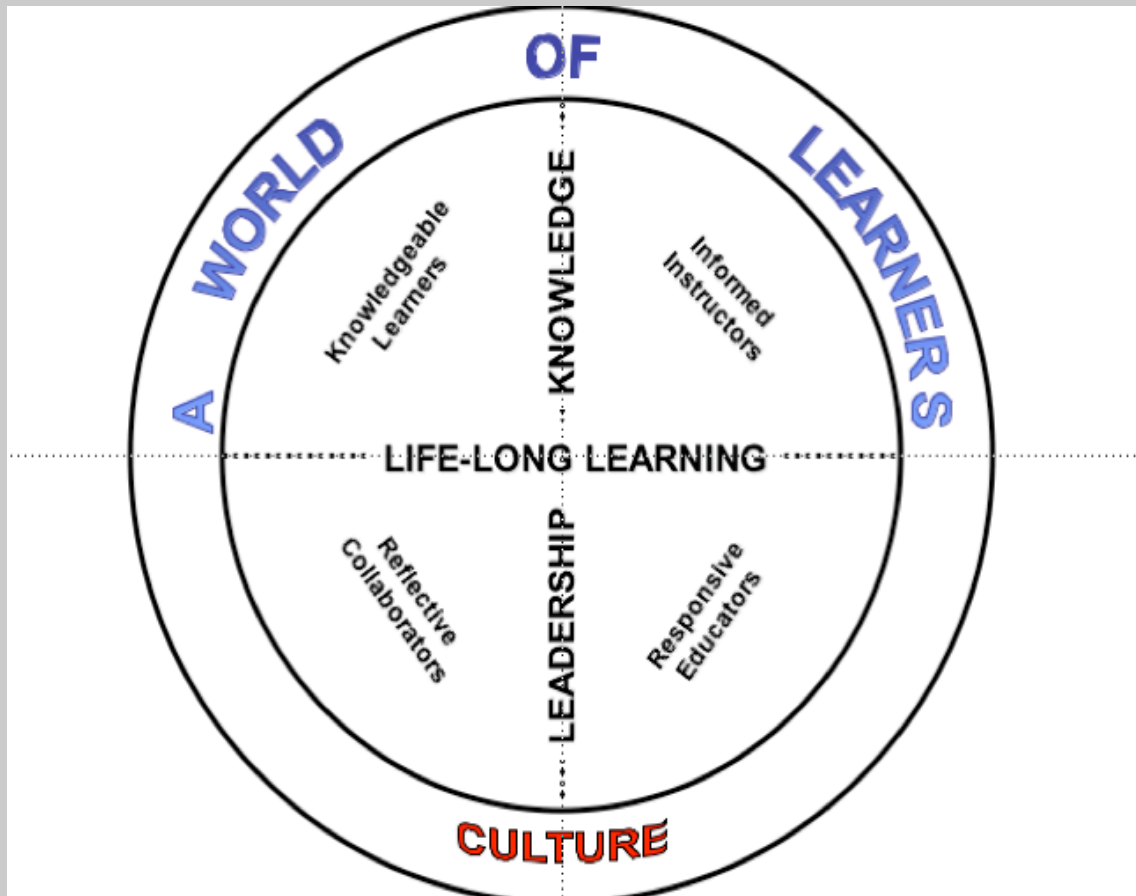
Please notify the instructor if you require modifications.

**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The **Error! Contact not defined.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the

goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## **Goals**

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity

1.4 Engages in reflection

2. Understands and Respects Others

2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

3.3 Communicates and collaborates in university and school cultures

3.4 Accepts academic rigor (willingness to work/ high expectations)

3.5 Affects change with courage and confidence

.