



**Course Syllabus**

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| <b>COURSE NUMBER:</b><br>COMM 5750.01 | <b>COURSE TITLE</b><br>Special Institute: <b>Storytelling</b>  | <b>TERM:</b><br>Summer: <b>July 23 – 27, 2007</b> |
| <b>SITE:</b><br>Webster Groves        | <b>INSTRUCTOR CONTACT INFORMATION:</b><br>Lynn Rubright <a href="mailto:lynntells@aol.com">lynntells@aol.com</a> | <b>CREDIT HOURS:</b><br>3 credit hours            |

**1. COURSE DESCRIPTION:**

**THE GOAL OF THIS COURSE IS TO HELP STUDENTS BRING THEIR CURRICULUM TO LIFE THROUGH THE ART OF STORYTELLING. THIS COURSE DEMONSTRATES HOW STORYTELLING CAN BE A PERFORMANCE ART THAT MAY INCORPORATE MOVEMENT, MIME, STORY THEATER, VISUAL ARTS, AND OTHER MEDIA. MAT STUDENTS ARE ENCOURAGED TO POLISH THEIR STORYTELLING SKILLS AS THEY DEVELOP A REPERTOIRE OF MATERIAL FROM A VARIETY OF GENRES: PERSONAL AND ORIGINAL STORIES, FOLK AND FAIRY TALES, LITERARY TALES, HISTORY, LORE LEGEND, MYTH.**

**STUDENTS WILL EXPLORE USES OF STORYTELING AS A MOTIVATIONAL CLASSROOM TEACHING TOOL. WE WILL DISCUSS THE POWER OF STORIES IN CHARACTER EDUCATION, AND HOW STORIES CAN DEEPEN AWARENESS OF ISSUES OF DIVERSITY; FREEDOM, PEACE, AND JUSTICE; TOLERANCE; CIVIL RIGHTS AND THE GREAT DEPRESSION.**

**THE STORYTELLING INSTITUTE, ALTHOUGH INTENSIVE, IS AN ENJOYABLE OPPORTUNITY FOR STUDENTS TO WORK CLOSELY, IN A RETREAT-LIKE SETTING. STUDENTS QUICKLY BECOME PART OF A COMMUNITY OF LEARNERS. EMPHASIS IS ON INFORMAL TELLING OF MANY KINDS OF SHORT STORIES DEMONSTRATE HOW EASILY STORYTELLING CAN BECOME AN ESSENTIAL PART OF ONE’S TEACHING STYLE. PLEASE READ THE REQUIRED READINGS BEFORE COMING ON MONDAY. THE BOOKS WILL BE AVAILABLE AT WEBSTER UNIVERSITY BOOK STORE IN ADVANCE OF THE CLASS. WORKING COLLABORATIVELY THROUGHOUT THE WEEK, STUDENTS WILL INFORMALLY DESIGN INTERDISCIPLINARY THEMATIC UNIT TO BE USED IN THEIR CLASSROOM (OR OTHER PERSONAL OR PROFESSIONAL SETTING).**

**IT IS IMPERATIVE THAT STUDENTS ATTEND ALL CLASS SESSIONS THROUGHOUT THE WEEK. (EMERGENCY ABSENCES MUST BE MADE UP TO RECEIVE A GRADE).**

**2. LEARNING OUTCOMES:** (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

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| Course Outcomes | Program Goals | SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed |
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| <p>The MoStep and School of Education (SOE) Goals and Dispositions will be discussed the first day of the institute to help students understand how many of them will be incorporated into activities presented in the course. Curriculum design is an important component of this course. MAT students will incorporate and detail specific MoStep and SOE outcomes into the interdisciplinary storytelling units they will design for their own classrooms. These outcomes will be included in a final term paper, due three weeks after the institute is over.</p> | <p>The primary goal of this course is to help teachers (and others taking the course) develop a broader range of oral communication skills (listening, speaking- using various pitches, fast, slow, timing, characterization). Emphasis is on enriching one’s existing curriculum by incorporating effective storytelling methods into the daily teaching of subject matter. Goals of the institute include helping students make interdisciplinary curricular connections using story to meet both MoStep and SOE standards and dispositions.</p> | <p>Many MoStep and SOE goals and dispositions will be addressed during the institute and applied in the final term paper due three weeks after the institute is over.</p> <p>Of particular importance are the SOE Goals:<br/>1.2; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.4, 4.1, 4.2, 4.3.<br/>and SOE Dispositions:<br/>1.1, 1.2, 1.4, 1.4; 2.1, 2.2, 2.3, 3.5<br/>Missouri Standards:<br/>1.2, 1.5; 3.2, 3.3, 3.4; 4.1, 4.2; 5.1, 5.2; 7.1, 7.3, 8.1<br/>Knowledge Standards:<br/>CA 1, CA 5, CA6, CA7; SS 6</p> |
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3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

A cover letter updating course details plus a packet of reading materials and web sites relating to the various topics addressed during the Storytelling Institute will be sent to each student two weeks before the course begins. Students are required to read these materials before the first day of class. They are also strongly encouraged to read the required texts which will be available at Webster University Book Store BEFORE coming to class.

The storytelling Institute will take place in the Emerson Library Conference room. (Library on Edgar Road south of Big Bend across from Loretto Hilton Theater on Webster Campus.) Each class begins promptly at 9 AM and ends at 4 PM Monday, July 23 through Friday, July 27, 2007. Please note that Wednesday, July 25, is a field trip day to the Eugene Field House and The Old Court House, St. Louis. This syllabus is subject to change.

Please bring sack lunch each day. Please keep a journal of class activities to draw upon for content for the final project to be worked on in class, informally throughout the week.

**Class #1, Monday, July 23. Emerson Library Conference Room Festival of Family Folklore**

**Please read in advance:**

Rubright, L. Beyond the Beanstalk: Chapter 10: “Family Folklore”; Chapter 11: “History Telling: An Oral History Project”; Chapter 12: “Eldertel: Senior Citizens and Children Tell Stories”. Appendix A: “Then and Now: A Family Folklore Interdisciplinary Storytelling Unit.” Please explore web sites: Storycorps at [www.NPR.org](http://www.NPR.org) and [www.storyarts.org](http://www.storyarts.org) for more on topic of family folklore and oral histories. Also read handouts on family folklore and collecting oral histories in your packet.

Family stories from personal experience, or family history, will be explored and developed for both writing and telling. These stories will be worked on to clarify: setting, characters, conflict, crisis and resolution. These stories will be presented during an informal Festival of Family Folklore Monday afternoon.

We will discuss MoSTEP Standards and School of Education Goals and Dispositions to help students incorporate them into the Family Folklore component of the final project, due August 4.

**Class #2, Tuesday, July 24. Emerson Library Conference Room Diversity; Tolerance, Civil Rights, Freedom Peace and Justice; History Telling.**

**Please read in advance:**

Please read handouts on video “Oh Freedom After While.” Please read Goin’ Someplace Special by Patricia McKissack, and make notes on how you could use this book in your own classroom to be discussed with Ms. McKissack. Read: Mama’s Window by Lynn Rubright, making notes on how you might use this book in your classroom.

**Class #3, Wednesday, July 25. Field Trip to : Eugene Field House; Old Court House; Wear walking shoes and comfortable clothes. Car pooling will be planned. Important: bring sack lunch and bottled water.**

**Please read in advance:**

Handouts on Dred Scott, (including play of the Dred Scott trial to be read in Old Court House; I, Dred Scott by Shelia P. Moses. Research Dred Scott on internet on your own.

**Class #4, Thursday, July 26. AM: Playing with Story Guest artist/storyteller: Annette Harrison**  
**PM: Lynn Rubright: Learning to Tell Stories “Quick and Easy”.**

**Please read in advance:**

**L. Rubright. Beyond the Beanstalk: 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.” 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 bring a draft of the short story you plan to tell on Friday during our informal Storytelling Festival. 10 minutes. (We will discuss choosing the story early in the week). Know the story bones well enough to tell it informally without text. Visualize: setting, characters, conflict, crisis and resolution and “tell what you see” using natural language. Do not memorize the story word for word.**

**Class #5, Friday, July 27 Storytelling Festival. PM designing and handing in Interdisciplinary Final Project using a frame designed by instructor.**

**4. RESOURCES:**

**Required Text(s): (Insert text information below; box will expand as you type.)**

Rubright, Lynn. Beyond the Beanstalk- Interdisciplinary Learning through Storytelling. Heinemann Educational Books. 1996.  
 Rubright, Lynn. Mama’s Window. Lee and Low Books. NYC 2005  
 McKissack, Patricia. Goin’ Someplace Special. Atheneum Books. NYC 2001.  
 Moses, Shiela. P. I, Dread Scott. Margaret McElderry Books. NY 2005

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

**(Insert evaluation Criteria below; the boxes will automatically expand as you type.)**

| Assessments  | Links to Course Outcomes   | Percentage of Grade |
|--|--|---------------------|
| <p>Observation of students as they present stories throughout the week, including the final storytelling presentation last day of institute.</p> <p>Many MoStep and SOE goals and dispositions will be addressed during the institute and applied in the final term paper due three weeks after the institute is over.</p> <p>Of particular importance are the</p> | <p>Informal notes will be given to students following oral presentations on voice, pitch, tempo, content and general effectiveness of each delivery of the many stories students will tell during the institute. Class discussion will include how each story told can relate to content taught in students’ classrooms.</p> <p>We will also address various state and SOE goals, dispositions</p> | <p>25%</p>          |

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| <p>SOE Goals:<br/>1.2; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.4, 4.1, 4.2, 4.3.<br/>and SOE Dispositions:<br/>1.1, 1.2, 1.4, 1.4; 2.1, 2.2, 2.3, 3.5<br/>Missouri Standards:<br/>1.2, 1.5; 3.2, 3.3, 3.4; 4.1, 4.2; 5.1, 5.2; 7.1, 7.3, 8.1<br/>Knowledge Standards:<br/>CA 1, CA 5, CA6, CA7; SS 6</p> | and standards throughout the week.  |     |
| Coming to the course on time, and participating in each activity presented throughout the week   | Students will be reminded that they must be on time and grade depends on class participation and attendance.  | 35% |
| Final Project due Friday afternoon to be worked on in class (and throughout the week).   | Detailed outline of framework for final paper will be handed out in class with copies of SOE Goals and Dispositions and Missouri Standards to be documented by students how they relate to the curriculum design assigned in the final paper. | 40% |
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**6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)**

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| <b>A, A-, B+, B, B-, C+, C, C-, D failing and incomplete</b> |
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**Note: FINAL PAPER WILL BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. Students MUST bring a self addressed stamped envelope to the final class for their papers to be returned after grading. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

**(You may use or modify this statement or create your own).**

**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.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

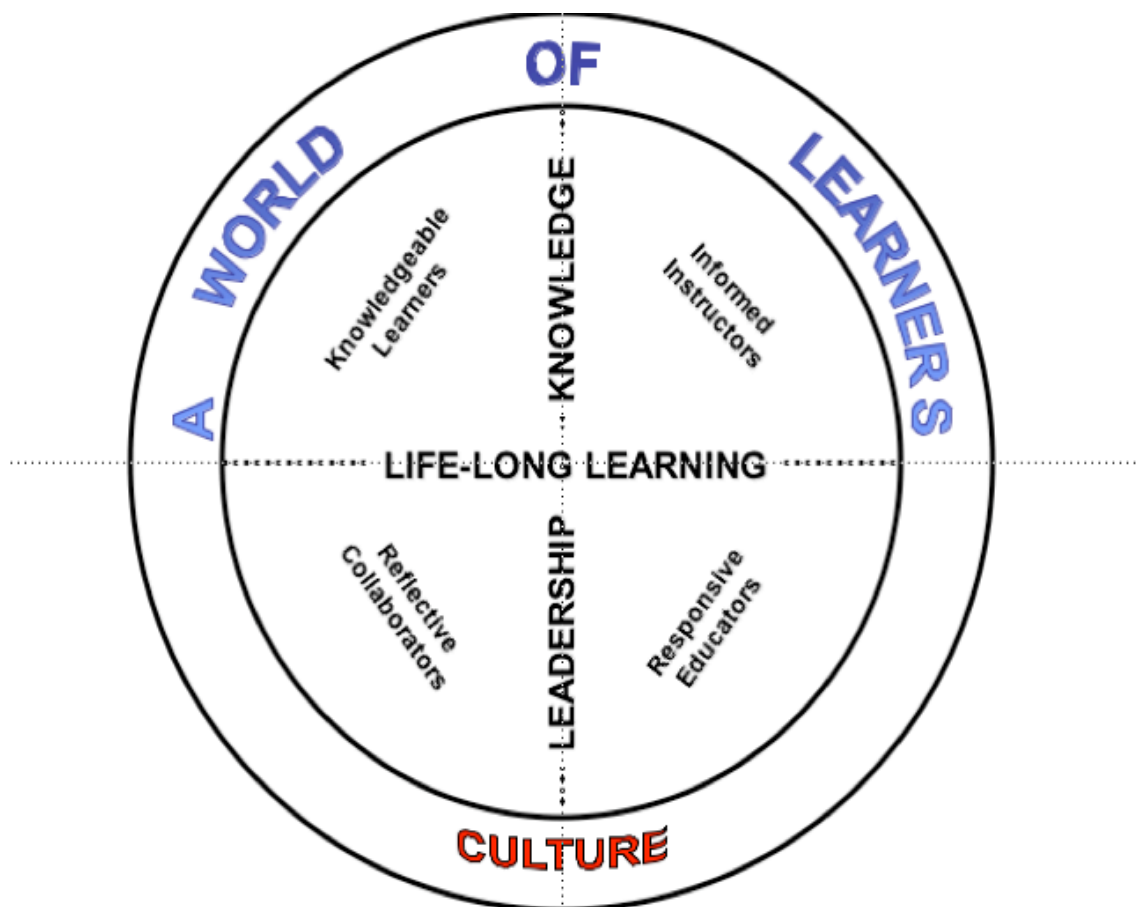
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

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

**Mission:** The School of Education 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.

## School of Education 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.

## School of Education 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

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**