



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS 5528 - STORYTELLING

SECTION(S)

SUMMER 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION

MODE OF INSTRUCTION:

Instructor:

Email:

Office:

Phone:

Course Location/Website:

Office Hours (in office, online or via phone):

Teaching Assistant:

Email:

COURSE DESCRIPTION

This course will provide instruction for the practice and application of the oral tradition within storytelling. The overall intent of the course is to facilitate the oral tradition of storytelling within library and information studies (LIS).

COURSE OBJECTIVES

At the end of the course, the student will be able to:

1. Facilitate understanding and practice of the oral tradition of storytelling primarily within the library and information studies (LIS) profession.
2. understand and recognize the opportunities and challenges oral storytelling presents;
3. demonstrate the ability to think critically about the oral tradition, how to more effectively practice storytelling through select sets of readings, presentations and discussions;
4. identify key *oral tradition*/storytelling literature and subject matter, develop skills to critically assess that base; select stories to *orally share* with customer segments from and within multiple information environments;
5. Contribute to storytelling practices within the LIS profession by recalling and retelling selected stories;
6. Develop familiarity with technical resources, which will augment their storytelling delivery and ability.
7. Demonstrate critical thinking skills through class discussions and oral presentations.
8. Demonstrate critical thinking skills through assignments and reports.

COURSE MATERIALS

required texts for this course are:

- Haven, Kendall F. 2007. ***Storyproof: the science behind the startling power of the story.*** Westport, CT: Libraries Unlimited, ISBN-13: 978-1-59158-546-6 (paperback)
Once a practicing scientist, Haven offers proof that stories are effective teaching and learning tools, through his research.
- Haven, Kendall F. & MaryGay Ducey. 2007. ***Crash course in storytelling.*** Westport, CT: Libraries Unlimited, ISBN 1-59158-399-3 (paperback)
Storytelling can be easy fun and doable, especially with easy to follow directions. Examples, plans, audience management, practice techniques, tips, and extras are offered.

COURSE ASSIGNMENTS AND EVALUATION:

Class participation (10) : includes attendance requirements and participation in discussion.

In-class storytelling performances (3): *storytelling* includes one instructor assigned story (with some choices); a folktale or fictional story of your choice to be performed in-class for your team; and a story of your own choice, orally shared with the entire class at the end of the semester. The latter must be *limited to five minutes or less*, due to the size of the class. A downloadable rubric is available for self-critique and guidance as to assessment, as well as a form for documenting the story chose for stories 2 and 3. (See week 2 for folder with all forms.)

Off-site storytelling performances (3): can be offered to widely defined 'audiences.' These are really 'practiformances' (a chance to practice!) An audience must be a minimum of six people, family/friends, the public or another group/organization of your choice. These three performances will depend on venues available to you or created by you, within designated blocks of weeks (see calendar in Syllabus area of Blackboard) within the semester, but not due or accepted until the date stated by the instructor. Flexibility is built into this assignment to accommodate opportunities and schedules. This activity is designed to facilitate practice (practiformance!) outside of class. A downloadable form is provided by the instructor to record and document your 3 off-site storytelling activities.

Course Library Discussion Post: is your contribution to our storytelling resources, with required documentation. This may be a single tale or collection. Please annotate (type of story and a little information). Example provided.

Digital storytelling (team): scripts, digital resources and a downloadable rubric for instructor assessment are provided, as well as time to work on this project in class.

Programming activity: provides opportunity to plan a storytelling program from top to bottom for a special population who may not usually be considered, For example, those with

disabilities, specific ethnic groups; prison or hospital audiences. Outline for program plan will be provided. (See downloadable form week two.)

Props Discussion Post: is your contribution to Props that appeal to you for augmenting a story. Examples: fans, feathers, musical instruments, art, costumes.

Elevator speech: is a short 150 word or less persuasive speech on “why storytelling is valuable,” from a specific angle you may choose.

Off-site observance of performance: may take place from the third week of class during the semester, but not due or accepted till the date stated by the instructor. A downloadable form is available for your observation/critique.

Story summary essay: required upon completion of the 3 in-class and 3 off-site storytelling activities.

Audio and or video of (1) story performance: will be due the last week of class. You will only be judged on the “telling.” Choose any of your stories for this assignment. An example will be offered, using an in-computer webcam uploaded via the video link in BB.

GRADE CALCULATION:

Class participation (10)	10 x 3 points@:	30%
In-class storytelling performances (3)	3 x 5 points @:	15%
Off-site storytelling performances (3)	3 x 5 points @:	15%
Course Library Discussion Post	1 x 5 points @:	5%
Digital storytelling (team)	1 x 5 points @:	5%
Programming activity	1 x 5 points @:	5%
Props Discussion Post	1 x 5 points @:	5%
Elevator speech	1 x 5 points @:	5%
Off-site observance of performance	1 x 5 points @:	5%
Story summary essay	1 x 5 points @:	5%
Audio and or video of (1) story performance	1 x 5 points @:	5%
Total		100%

GRADING SCALE:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	So What is a Story?
2	Stories are Effective
3	Choosing Stories
4	Learning Stories
5	Digital Storytelling
6	Telling and Forgetting
7	Voice, Gesture, Movement
8	Storybreak
9	Guiding Principles
10	Programming and Persuasion
11	Tell It! Proof is in the Pudding (Part 1)
12	Tell It! Proof is in the Pudding (Part 2)

Copyright Statement:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization (TEACH) Act* (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harrassment Policy:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form.

http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

iSchool Hardware and Software Requirements:

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:

<http://ischool.cci.fsu.edu/academics/online/requirements/>

Student Eligibility for an Incomplete Grade:

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize

students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

