

Glendale Community College

EDU/HUM 292

THE ART OF STORYTELLING

• SPRING 2009 •

1:00-2:15 P.M. MW EDU §19792 & HUM §19793

1:00-2:15 P.M. TR EDU §19794 & HUM §19795

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1 INSTRUCTOR: Professor Kirt Shineman OFFICE: GCC 02-127  
Ph: 623- 845-3653 OFFICE HOURS: 2:0-3:30 TR [see note]  
ROOM: CL 19  
E-MAIL: [kirt.shineman@gmail.com](mailto:kirt.shineman@gmail.com)  
Web: <http://glory.gc.maricopa.edu/~kshinema/>

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- 2 *What is it, anyway?* This class is about the art and power of storytelling.
- **exploring storytelling as an art form** (surveying the literature and the history of storytelling; attending and analyzing performance of a professional storyteller)
  - **discovering your own potential as storytellers** (telling stories)
  - **developing a personal style** (experimenting with a variety of storytelling techniques)
  - **building a repertoire of stories** (reading folktales, myths and legends from different cultures; creating your own stories)
  - **becoming aware of the power of storytelling in your lives**

*Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Although the practice of telling stories orally receives major emphasis, the course requires a **considerable amount of written work**. Students are expected to demonstrate college-level writing skills.*

- 3 *What will you need?*
1. Textbook: Liz Warren, The Oral Tradition Today: an introduction to the Art of Storytelling, 2008: ISBN: 0-536-03298-X
  2. **Other Important Readings on Blackboard**
  3. <http://eport.maricopa.edu/storytelling/collection/4/3/upload.pdf>
  4. <http://eport.maricopa.edu/storytelling/collection/3/10/upload.c-lynnannw-3n10.pdf>

4 *How is it Graded?* You'll, read, analyze and tell stories.

- **Engagement (150 points)**—deduct 5 pts. per absence  
To receive attendance points, you must arrive at the beginning of class and turn in the attendance cards. Note that official school absences require advance notice and arrangements for assignments. Meaningful involvement in class discussion and exercises is expected. ATTENDANCE: will be taken each day through student participation. Each student must submit a note card at the start of each class meeting with their name, the date of the class meeting, and a comment, question or criticism. If note card is NOT turned in, then the student is considered absent. Note cards are not accepted late.
- **Out of Class Performance Event (50 points)**  
You must attend one live two-hour event somehow connected to storytelling. This can be a story event, an oral interpretation performance, or a play. You'll be given a list of storytelling events scheduled throughout the valley during the semester. The format for the report(s) is ON BLACKBOARD. You'll write a report evaluating the event and the performance.
- **In-Class tellings (400 points)**  
You'll tell FOUR STORIES FOUR DIFFERENT WAYS in class. The stories will be from different genres. You'll prepare a formal report in which you discuss the categories and the cultural context of each of the stories and your experience in preparing, telling and reflecting on the story. The In-Class Telling Report Form is ON BLACKBOARD.

1) STORY #1: 75 PTS

GENRE—FOLKTALE

FORMAT- SELF

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Description: a story passed on by word of mouth rather than by writing, and thus partly modified by successive re-tellings before being written down or recorded. The category includes fables, jokes, tall stories, and involve mythical creatures and magical transformations. Choose a story [4-6 minutes to perform]. Material must be drawn from a published text. The story should have a narrator and at least two other voices. Characters should be distinct from each other, embodying definite gender, age, height, and other distinguishing characteristics that enliven authentic characterizations. The performance must include an introduction. The typed performance script must be turned in to the instructor following the performance.

**2) STORY #2: 100**

**GENRE—MYTH OR LEGEND      FORMAT- FELTBOARD**

Description: an unverified story handed down from earlier times, especially one popularly believed to be historical; a romanticized or popularized myth of a single hero. Choose a story [5-7 minutes to perform]. Material must be drawn from a published text. The story should have a narrator and at least two other voices. It must use a felt, flannel or magnetic board style of presentation [see the myth rubric]. The performance must include an introduction. The typed performance script must be turned in to the instructor following the performance.

**3) STORY #3: 100**

**GENRE—FAIRYTALE      FORMAT- PUPPETRY**

Description: a highly fanciful story or explanation of (dis)honorable deeds and creatures. Some scholars prefer the terms 'Wonder Tales' or 'Magic Tales'. This story must be told with puppets. Puppetry can create complex and magical theatre with relatively small resources. Choose a story that takes about 4-6 minutes to perform. Material must be drawn from a published text. The story should have a narrator and at least two other voices. The story must be told using ANY TYPE OF PUPPETRY: sox, finger, cut-outs, shadow, stick, marionettes, Banraku, "snuff", Muppets, or dummies. The performance must include an introduction. The typed performance script must be turned in to the instructor following the reading.

**4) STORY #4: 125**

**GENRE—PERSONAL STORY      FORMAT—DIGITAL**

Description: a personal story using new digital tools to tell a narrative. It must be your own 'true story' told in a compelling and emotionally engaging form (7-9 minutes) and can involve interactivity, web, video, PowerPoint, or film. It must use sound and pictures together to make a gripping story.

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**• QUIZZES OVER LECTURE AND READINGS (Points on BLACKBOARD)**

The completion of all assigned readings will be verified either through your writing of "Reading Notes," shown at the beginning of class, or through some other technique such as a quiz. QUIZZES will be traditional short answer, true/false, and multiple choices and given as listed on the schedule. The questions will come from lectures, handouts, and readings such as chapters in the textbook. The four quizzes are designed to check your reading of the textbook. These quizzes will be relatively simple and are aimed only at helping you keep up with your reading so you can (1) participate more fully and (2) sleep the night before the midterm. The tests are on BLACKBOARD. The quizzes and the tests are open only for a limited time. If the exams are not taken and submitted during that time then the student receives a zero on that exam.

- **Extra credit (100 points maximum)** must be turned in by the second-to-last class,
  - a. Attending and evaluate 2 one-hour professional storytelling concerts or 1 two-hour professional storytelling concert (50 points)
  - b. Telling stories in a classroom (students may be of any age). As with the required outside tellings, you must turn in an Observation Form, filled out and signed by the instructor of the class, and a Story Context Sheet (50 points)
  - c) Attend or work a speech tournament at GCC. To receive credit you must observe at least one debate round or one oral interpretation round or one public speaking round and write a critic of the round. (2-3 pages)
  - d) Attend a Life 101 Workshop and write up a short single page report. Information is at: <http://www.gc.maricopa.edu/ccs/life101.html>

\*Scale used in this class (figured with the top score earned on each assignment as 100%):  
100% - 90% = A Superb! Outstanding! Above and beyond the expectations for the course.  
89% - 80% = B Good Work. Written work reflects an "above average" commitment.

79% - 70% = C OK. Meeting the expectations of the course. C work is average work.  
69% - 60% = D Below what one would normally expect for a student at this level.  
Below 60% = F Well Below Average. Failing on written or speaking assignments or not participating in activities could result in this grade

### **CLASSROOM EXPECTATIONS:**

1. Because this is an academic performance class, attendance and class participation are mandatory. Excused absences -- You will be expected to complete the work you missed in a timely manner, but more than 3 excused absences during the semester will result in a discussion concerning the negative effect on your course performance. I will drop your final letter grade if there are more than 3 unexcused absences. You will be expected to complete the work you missed in a timely manner. Late papers will receive 50% automatically. **I will not drop you from this course if you stop attending. It is your responsibility to follow through on dropping your courses.**
2. Arriving late will interrupt the class. If you are more than ten minutes late, you will have been counted absent. When you come in, take your seat with as little disruption as possible.
3. You may audiotape the class as long as the taping doesn't become disruptive. Have all pagers and phones turned to silent.
4. All examinations will be announced well in advance. All assignment deadlines will be announced ahead of time and will be due on the date that is announced, with no exceptions. A further point of clarification: this means class time on the date announced. Unless I announce otherwise, all assignments are due the next class period. If you have a prearranged absence, turn your work in early. Grades will be on BLACKBOARD
5. **OFFICE HOURS & E-Mail: I love to have people visit my office. I give "extra" notice for those who stop by for any reason. E-mail will be answered only during office hours. If the e-mail is sent at any other time, it will only be replied to during my office times. The "e" in "e-mail" does not mean "emergency"; if you have an emergency then please call on the telephone. Be aware that you might need to make an appointment for other office times than those listed.**
6. You will be responsible for all information given in class, regardless of whether or not you were in class. It is your responsibility to see that all information given in class is in your notes in preparation for examinations. Talk to someone that was here first and read your notes references before asking me for clarification. Any written assignment, which is to be handed in, is to be on standard size, white paper. The edges are to be neat and not torn. All written work is to be proof-read for correction of any errors in spelling, typing, usage, form and style. Total homework time throughout the semester will not average above the 60 minutes per day expected in academic classes. Cheating will not be tolerated.
8. **REDO WORK:** You are allowed to turn in any assignment, as many times as you need to as long as you turn it in the first time on the due date. Each time you turn in the assignment a clean rubric form must be attached. **If it was an oral project then you will need to write it out as if it were a paper for resubmission.** I will then return your assignment with comments. Improve your first "draft" and re-submit **within two weeks** with the original [showing you did make the revisions and did turn it in on time] and a new assessment sheet. **This may be done until Finals Week.** (Quizzes are exempt from this.)

**GCC PERSONAL INVENTORY**

Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Address: \_\_\_\_\_ Birth Date: \_\_\_\_\_

\_\_\_\_\_ City, State, Zip SS#: \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (other) \_\_\_\_\_

Year(s) in College \_\_\_\_\_

This semester's schedule:

Course Title	Days	Time	Room	Instructor	Grade you expect
_____					
_____					
_____					
_____					

Who do you admire as a leader? \_\_\_\_\_

In what activities do you participate? (ie. hobbies or sports)

What career have you chosen? \_\_\_\_\_

What do you think you'll be doing 5 years from now? \_\_\_\_\_

What do you think you'll be doing 10 years from now? \_\_\_\_\_

Are you presently employed? \_\_\_\_\_ Number of hours per week: \_\_\_\_\_

For which company do you work? \_\_\_\_\_

What positions of leadership have you accepted?

In school \_\_\_\_\_

Outside of school \_\_\_\_\_

Have you had previous training or experience in Speech? \_\_\_\_\_

If so, describe in detail:

What do you expect out of a good class?

What do you expect out of a good professor?

What grade do you plan to work for in this class? \_\_\_\_\_