Theatre 260-100 Storytelling
Dates: September 3 – December 10, 2019
University of Wisconsin-Milwaukee, Fall 2019
Tuesdays, 2:00-4:45pm
Office Hours: Fridays 9:30am-12:00pm
T6 Studio

Expected average student time investment
Class meetings 45 hours
Assigned homework 20 hours
Service-Project 30 hours
Group rehearsals 10 hours
Weekly average (using 15 weeks) 7 hours per week

Instructor: Jeffrey Mosser
Email: mosser@uwm.edu
Website: www.jeffreymosser.me
Cell: 651.238.8805
Office Hours: Fridays 9:30-12:00

GUIDELINES:
• Be curious.
• Use your common sense and be compassionate to yourself and others.
• Empathize with others.
• Show up prepared and ready to work. We can’t do this without you.
• Leave your problems at the door.
• Dividing your attention is rude and stops you from getting the most out of this course. Turn off your cell phones and other devices unless specifically needed for course activities.
• Organize your work ahead of deadlines.
• Communicate frequently.
• Ask questions. Questions are encouraged.
• Active participation is requisite.
• Collaborate whenever possible.
• If you need a standing ovation, ask for it.

What do I do if I have an emergency or a question? Email, visit Jeff during office hours, call or text his cell (above). When you text be sure to identify who you are and what course you are talking about

Catalogue Description: Development of skills to locate, clarify, and tell stories from every culture ranging from conversation to performance.

Course Description: This course explores storytelling. Students will engage in communication, listening, and performing stories. They will explore myths, legends, folk tales, personal stories, and oral histories. Students will also be given opportunities to develop their storytelling skills.

Scope and Sequence:
A. Story and language: Linguistics and communication.
B. Communication through stories: listening and speaking—negotiating relationships and building shared meaning.
C. Learning through stories: narrative and voice in our minds, making meaning from narrative, teaching through storytelling
D. Critical Perspectives: personal, socio-cultural, and universal perspectives and interpretations.
E. Folklore: personal/life story; folk tales, myths, and oral history.
F. Performance of stories—with and to others in public.

University Policies: Please make yourself familiar with the following UWM policies: [http://www4.uwm.edu/secu/docs/faculty/1895.pdf](http://www4.uwm.edu/secu/docs/faculty/1895.pdf)


COURSE GOALS:
1. Expose students to the storytelling art form;
2. Impact students' abilities to tell, communicate, and perform stories aloud;
3. Examine stories from multi-cultural and diverse perspectives;
4. Engage in creating storytelling performances;
5. Engage with community through storytelling.

STUDENT OUTCOMES:
1. Students will hone and demonstrate storytelling and communication skills.
2. Students will express, interpret and analyze their own and others’ storytelling.
3. Students will craft story performances and devise theatrical presentations that integrate, incorporate, and reflect a students’ learning in this course.

ATTENDANCE
I pledge to always be on time and I will always end on time.

If you must miss class due to illness or an emergency, please email mosser@uwm.edu at least one hour before class begins. Being late is better than not arriving at all so please, be safe. Three tardies equal one unexcused absence. Each unexcused absence results in lowering your final grade by a half grade (A to A-, etc.). At three unexcused absences we will discuss the value to you and your classmates of you remaining in the course as storytelling requires tellers, listeners, and responders.

Come to every class prepared. Actively participate in all class activities.

*Can I be absent?* Attending all the classes should be your goal. But, occasionally there are emergencies. To pass you must attend a minimum of 11 classes—with the following exceptions:

- When there is no on-campus class meeting you are assigned independent work in Canvas. Submission (on time) of the online assignment is evidence of attendance for that week.

- Our final celebration(s) will be performed on December 3rd and December 10th. These are REQUIRED class sessions. No absences are permitted.

*Ok, but what if I have a real emergency?* Real emergencies do happen. In that case You should call or text Jeff as soon as possible to discuss the situation.
GRADES:
All work is required. Homework assignments are due at the beginning of each class. Late submissions result in lower grades. If you have a real emergency (see above), let Jeff know as soon as is practicable. Jeff will work with you to figure out a sensible and compassionate alternative so that you are not penalized for a problem outside of your control.

Rubric:
A = all learning tasks completed in an exemplary fashion and on time. 100%-93% of points. Student participates enthusiastically.
B = all learning tasks completed well with high quality work and on time. 85%-92% of points.
C = all learning tasks completed satisfactorily, some of the work was submitted after deadline. 84%-78% of points.
D = all or some learning tasks were partially completed or work was unsatisfactory, lacking, or consistently late. 77%-75% of points.
F = all or some learning tasks were not completed, missing, or completed in a way that did not meet requirements: Below 74% of points or less.
INC = Students are awarded an INC grade if any/all assignments are not submitted. In the case of an INC grade a student is sometimes allowed to redo or submit missing assignments after the course is closed. The instructor, must approve or disapprove this action and in writing. However, after an INC defaults to an F grade no makeup work will be considered or accepted.

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>9/10</td>
<td>Survey (your entrance ticket)</td>
<td>100 points</td>
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<tr>
<td>9/10</td>
<td>Reading 1-10: open-book quiz (done in class)</td>
<td>100 points</td>
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<tr>
<td>9/17</td>
<td>Object Story</td>
<td>100 points</td>
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<tr>
<td>9/17</td>
<td>Reading 16-40: open-book quiz (done in class)</td>
<td>100 points</td>
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<tr>
<td>9/24</td>
<td>Service-Learning plan (in Canvas)</td>
<td>100 points</td>
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<tr>
<td>10/1</td>
<td>Meeting with group report (in Canvas)</td>
<td>100 points</td>
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<tr>
<td>10/15</td>
<td>Storyteller: response (in Canvas)</td>
<td>100 points</td>
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<tr>
<td>10/15</td>
<td>Story ready to tell (told in class)</td>
<td>100 points</td>
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<tr>
<td>10/22</td>
<td>Reading 40-98: open-book quiz (done in class)</td>
<td>100 points</td>
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<tr>
<td>10/22</td>
<td>Celebration! group preplan (in Canvas)</td>
<td>100 points</td>
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<tr>
<td>10/29</td>
<td>All Hallows Read/Tell submission</td>
<td>100 points</td>
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<td>11/5</td>
<td>Group midpoint report (in Canvas)</td>
<td>100 points</td>
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<td>11/12</td>
<td>Service-Learning projects completed/report</td>
<td>200 points</td>
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<td>(submitted in Canvas)</td>
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<tr>
<td>11/26</td>
<td>Group video check in (in CourseMedia)</td>
<td>100 points</td>
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<tr>
<td>11/26</td>
<td>Group rehearsal/Celebration final plan</td>
<td>100 points</td>
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<tr>
<td></td>
<td>(submitted in Canvas)</td>
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<tr>
<td>12/3</td>
<td>Celebration I</td>
<td>500 points</td>
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<tr>
<td>12/10</td>
<td>Celebration II</td>
<td>500 points</td>
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<td>2,100 points</td>
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LEARNING TASKS (a.k.a. Assignments)

<table>
<thead>
<tr>
<th>Due</th>
<th>Description</th>
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<tbody>
<tr>
<td>9/10</td>
<td>Survey: In our first class (9/3) you will get a survey. Fill this out and bring</td>
<td></td>
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</tbody>
</table>
it to the 9/10 class as your entrance ticket.

9/10  **Reading assignment/open-book quiz:** There will be a short (and hopefully fun) open-book quiz on text reading 1-10. This is done in class.

9/17  **Reading assignment/open-book quiz:** There will be a short (and hopefully fun) open-book quiz on text reading 16-40. This is done in class.

9/17  **Object Story** – using only three sentences and one object, tell a true, personal story in under five minutes. This is done in class.

9/24  **Service-Learning plan:** In the 9/17 class we will go into the service learning assignment in detail. You will be given a report template. Fill this template out and submit it in the Canvas. Due date = 9/24 @ 11:00 PM.

**Service-Learning Assignment**

Stories are important ways that people learn, build communities, and explore healthy relationships. We apply this idea to a service-learning (S-L) project that is a DIY independent one. Not to worry. Explore, challenge yourself, and design something YOU want to do for YOUR learning.

1. Find a site: Locate a learning community that you are already a member of, or that you are connected to. Think about a school, community center, library, religious group, preschool, coffee group, playgroup, blog, online group, Boys & Girls Club, organization you are part of, family group you are part of, neighborhood group you are part of, etc. It should be:
   a) connected to you,
   b) a place where learning already happens,
   c) a group that will allow you to involve them in this assignment.

2. Create a plan: Expect to work about 30 hours on this project (including the hours spent working on the planning portions). The goal is to find creative and innovative ways to incorporate storytelling with the members of this community and at this site. How can you best meet the needs of the organization and also weave in story? How will this support your learning and expertise? Report your plan by 9/29.

3. Put your plan into action: Throughout the next 7 weeks you will need to put your plan into action, keep a log and a journal of what you did, and then report on the results. The final report is due on Canvas on 11/12 @ 11:00 PM.

10/1  **Meet with your assigned Celebration! Group** and share logistic information and brainstorm. Your meeting will begin in class on 9/24 but should continue outside of class. Reports (1 per group) are due on Canvas on 10/1 @ 11:00 PM.

**Celebration! Capstone Assignment**

The major goal of this course is to design a story sharing event—a celebration of stories—performed and offered to the public at a venue that you identify. You will create a celebration of storytelling with a small group. This group work is ESSENTIAL to succeeding in this course so
be ready to work on a collaborative entrepreneurial team. Teams will be assigned and posted on Canvas.

Preplanning and brainstorming: Each group will create an idea pitch for the celebration. They will pitch this to the class, get feedback, then connect their projects to other groups’ projects. An overview report of this preplanning stage is due on Canvas (1 per group) by 10/24 @ 9:00 AM.

Storytelling events for Celebration! Each group is responsible for one group story and at least one other storytelling offering. This can be based on a story we have workshoped in class or a story that the group develops and crafts over time. Storytelling can come in many forms: digital, visual, dance, design, music, poetry, folklore, or spoken word.

Important Dates: Preplan report due 10/1; Midpoint check-in and rehearsal report due on 10/22; 3/4 point check in due 11/5; Group video report due on 11/25; Video check in and Final group plan of action due on 11/25; Celebrations will take place on 12/3 & 12/10

10/15 Responding to storytellers: There is no on-campus class meeting on 10/8. Instead you have independent work. Go to the Responding to Storytelling content module on Canvas. Choose two storytellers to view. Respond to these storytellers (using the template questions). Post your response on Canvas by 10/15 @ 11:00 PM.

10/15 Story ready to tell: Come to class with a story (that you know so well you can tell it aloud without reading or referring to notes).

10/22 Reading assignment/open-book quiz: There will be a short (and hopefully fun) open-book quiz on text reading 40-98. This is done in class.

10/22 Celebration! Group midpoint check in for the Celebrations in December. Your meeting should take place outside of class time. Reports (1 per group) are due on Canvas on 10/22 @ 9:00 AM.

10/29 All Hallows Read/Tell bring a Halloween oriented, scary tale, or other related material to class to share. This can either be something you will read aloud (be prepared to do so) or tell aloud (be prepared to do so).

11/5 Celebration! group ¾ point report is due on Canvas (1 per group) @ 11:00 PM.

11/12 Service Learning projects/reports are due today on Canvas. Deadline is 11:00 PM

11/26 Group rehearsal video uploaded into CourseMedia: video includes all group members and a 2-minute synopsis of what you have done so far as well as any questions you have. Due 11/25 @ 11:00 PM.

11/25 Celebration! Group finalized plan of action report is due on 11/25
on Canvas (1 per group).

12/3 & 12/10  *Celebration*! Attendance is mandatory.

**COURSE CALENDAR:**

<table>
<thead>
<tr>
<th>SEPTMBER 3</th>
<th>What we will be doing:</th>
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<tbody>
<tr>
<td>Topic: <em>What is storytelling?</em></td>
<td>- Introductions: &amp; <em>then I came into the room…</em></td>
</tr>
<tr>
<td>Why? To introduce ourselves to the course and get familiar with our prior knowledge of the subject.</td>
<td>- What is a story?</td>
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<tr>
<td><strong>What is due today?</strong> On time attendance at class session</td>
<td>- Object story</td>
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<tr>
<td><strong>What is assigned for next week?</strong> Read: pages 1-10 in text; answer a survey that will be distributed in class.</td>
<td>- You get to be the expert</td>
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<td>- Syllabus, Canvas, &amp; Course Guidelines</td>
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<td></td>
<td>- TED talk: Adichie Chimamanda</td>
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<td></td>
<td>- <em>And then I went out of the room… w/ surveys to fill out</em></td>
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<tr>
<td>If time: <em>Kevin Kling</em></td>
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</tbody>
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<table>
<thead>
<tr>
<th>SEPTMBER 10</th>
<th>What we will be doing:</th>
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</thead>
<tbody>
<tr>
<td>Topic: <em>How language works in storytelling: use of objects and metaphors</em></td>
<td>- Warmup: yes/no; yes/but; yes/and</td>
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<tr>
<td>Why? How do we talk about things that are abstract? Like ideas or feelings?</td>
<td>- <em>Add a story to a story</em> (<em>yes/and</em>)</td>
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<tr>
<td><strong>What is due today?</strong> Arrive on time, read pages 1-10 in the text, bring completed survey</td>
<td>- Hand in homework, discuss homework</td>
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<tr>
<td><strong>What is assigned for next week?</strong> Read pages 16-40 in the text</td>
<td>- Discuss and explore reading</td>
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<tr>
<td>Object Story</td>
<td>- Reading quiz (in class/open book)</td>
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<td></td>
<td>- <em>Your pain/our joy</em></td>
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<td></td>
<td>- Objects you walk around with/tell a story</td>
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<td></td>
<td>- Reflection and next steps</td>
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<tr>
<td>If time: <em>Tia Miseria</em></td>
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<tr>
<th>SEPTMBER 17</th>
<th>What we will be doing:</th>
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<tbody>
<tr>
<td>Topic: <em>Folk tales &amp; the folk process</em></td>
<td>- Warmup</td>
</tr>
<tr>
<td>Why? for over 100,000+ years people have been telling stories. Since there was no writing back in those days how do we know what the stories were about? Does it matter?</td>
<td>- Discussion of Readings and course logistics</td>
</tr>
<tr>
<td><strong>What is due today?</strong> Arrive on time having read pages 16-40</td>
<td>- Reading quiz (in class/open book)</td>
</tr>
<tr>
<td><strong>What is assigned for next week?</strong> Read pages 16-40, S-L plans</td>
<td>- Object Story (in class)</td>
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<td></td>
<td>- Folk Tales</td>
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<td></td>
<td>- Many tellers-same story (switch narrators)</td>
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<td></td>
<td>- Tell a story to a partner, direct the story, present the story.</td>
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<td></td>
<td>- Discuss final project and DIY service-learning projects in detail (planning sheets distributed)</td>
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<tr>
<td>If time: <em>Tia Miseria</em></td>
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</tbody>
</table>
### SEPTEMBER 24

**Topic:** Personal stories

**Why?** Life stories are critical ways of creating a cohesive sense of self.

**What is due today?** Arrive at class on time having submitted the S-L plan on Canvas. Also bring a hard copy of the plan to class to discuss and share.

**What is assigned for next week?** Make sure your group has posted the brainstorming on Canvas.

**What we will be doing:**
- Warmup: “walk me through your room.”
- I AM poetry (can you story the poem?)
- Create working groups for Celebration (end of semester).
- In working groups discuss the service learning plan you have come up with, get feedback, etc.
- Brainstorm ideas of celebration (use worksheet and protocol). Post results of brainstorming on Canvas discussion section.

### OCTOBER 1

**Topic:** Cultural forms of storytelling

**Why?** Is it true that every story has a beginning, middle, and end? Is it true that a good story has to have conflict in the middle of it? Do we have to have good vs. evil?

**What is due today?** Arrive at class on time.

**What is assigned for next week?** Make sure your group has posted in D2L, read pages 40-67.

**What we will be doing:**
- Warmup
- Practice and demonstrate different formats/styles. Can we retell the 3 pigs in different formats/styles?
- Group work on material for Celebration. Report templates given in class, post response/preplanning report on Canvas. (1 per group).

### OCTOBER 8-No on-campus class this week, instead you have an online assignment

**Online assignment:** In October 8 in Content. Choose two storytelling performances and watch these. Post your responses in Discussion forum: what you appreciated, what you didn't appreciate, what skills they used, what story format did they use?

**Preparation for October 15:** Find a story that you want to tell and work on in class. Know it so well that you can tell it without forgetting what it is about (do not memorize this word-for-word unless it is a poem).

### OCTOBER 15

**Topic:** How to perform storytelling, part 1

**Why?** What is it like to perform a story as a piece of theatre?

**What is due today?** Arrive on time, meet up with your group members prior to meeting in class, be ready to tell a story you WANT to tell.

**What is assigned for next week?** (See below)
Group preplans for Celebration! are due on Canvas by 9:00 AM 10/22; read pages 68-98

**What we will be doing:**
- Warmup
- Ppt on what you need to do to perform a story
- Demonstrations and experimenting with information
- Rehearsals
- Performances
- Check in and report on Service projects
- Reading response discussion
### OCTOBER 22

**Topic:** How to perform storytelling, part 2

**Why?** What is it like to perform a story as a piece of theatre?

**What is due today?** Arrive on time prepared to keep working on a story; Group preplans for Celebration! are due on Canvas by 9:00 AM.

**What is assigned for next week?** Bring a Halloween oriented story to read aloud, or a story to tell aloud

**What we will be doing:**
- Warmup: *Constructive Rest & Mindfulness*
- Take up where we left off last week…
- Rehearsals
- Performances
- Check in and report on Service projects
- Reading response discussion
- Celebration! group work

### OCTOBER 29

**Topic:** All Hallows Read

**Why?** Stories are often told to warn people about this dangerous world we live in. Why, then do we like to hear scary stories?

**What is due today?** Arrive on time, have a story to share.

**What is assigned for next week?** Meet with your group members at least once independently and prior to meeting in class for at least 2 hours of productive time; Group Celebration! Midpoint check in reports due November 7th; Service Learning projects due on November 14th

**What we will be doing:**
- Warmup: *Juggling*
- Story sharing
- Trick or Treat
- Work in Celebration groups

### NOVEMBER 5

**What is due today?** Group Celebration! midpoint reports due on Canvas. (1 per group)

### NOVEMBER 12

**Topic:** Teaching and Learning through stories

**Why?** Storytelling is our oldest literacy and also one of the primary ways to teach and learn.

**What is due today?** Arrive on time. Service Learning projects are due today on Canvas by 11:00 PM.

**What is assigned for next week?** Celebration group report action plans and final rehearsals

**What we will be doing:**
- Warmup: *create a musical (Heart & Soul) or Singing in the hallway*
- Review of the literature
- Story activities to do in classrooms or with children
- TBD
- Celebration groups confirm logistics, social media, and show order

### NOVEMBER 19

Each Celebration group must meet for 2 hours of rehearsal and preparation sometime between 11/15-11/26. Report on your progress by posting a video of your rehearsal in CourseMedia. Each video should include all group members and a 2-minute synopsis of what you have done so far and any questions you have. **Due MONDAY, 11/25 @ 11:00 PM.**
<table>
<thead>
<tr>
<th>NOVEMBER 26</th>
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<tbody>
<tr>
<td>Topic: Dress Rehearsals… final plans</td>
</tr>
<tr>
<td>Why? We learn best by experiencing and doing</td>
</tr>
<tr>
<td>What is due today? Final run through for our celebration(s).</td>
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<tr>
<td>What is assigned for next week? Celebrations, part 1</td>
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<table>
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<tr>
<th>DECEMBER 3</th>
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<tbody>
<tr>
<td>Topic: Storytelling Celebration: A moveable feast</td>
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<tr>
<td>Why? We learn best by experiencing and doing</td>
</tr>
<tr>
<td>What is due today? Mandatory attendance and presentations</td>
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<tr>
<td>What is assigned for next week? Celebrations, part 2</td>
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<table>
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<tr>
<th>DECEMBER 10</th>
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<tbody>
<tr>
<td>Topic: Storytelling Celebration</td>
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<tr>
<td>Why? We learn best by experiencing and doing</td>
</tr>
<tr>
<td>What is due today? Mandatory attendance and presentations</td>
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**GER Learning:** This course is approved as GER Arts credit requirement and is an approved elective within the MCEA Program and Cultures and Communities certificate program.

THR 260 addresses the **Cultures & Communities Goals** by:
- Examining stories from multi-cultural and diverse perspectives (C&C Goal 1, 2, 6, & 7).
- Engaging in Creative Storytelling techniques through engaged and/or service- learning-oriented experiences (C&C Goal 10).

THR 260 addresses the **Arts GER Criteria** by focusing on the creation and participation of telling stories.

THR 260 addresses the **UW System Learning Outcomes** by focusing on:
- The cultural significance of storytelling in daily life and in our communities (SLO #1).
- Exploring and learning storytelling performance in order to develop effective communication (SLO #3).

**GER assessment:** The final celebration is the capstone for this course. It is assessed using the following rubric: