THR 260 Storytelling: Storytelling as Community
Spring 2018

Dates: 1/22/18-5/11/18
Place: Online (100%)
Instructor: Dr. Robin Mello, Professor of Theatre, Head of BA Theatre Program
Email: rmello@uwm.edu
Website: www.robinmello.com
Office: Theatre 220, Office Hours are virtual or by appointment.
Cell Phone: 414-469-9279

What to do if you have an emergency? Contact Robin right away and explain the problem.

Important information for students regarding university policies:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Guidelines:
• Use your common sense and be compassionate to your self and others.
• Empathize: We can’t do this without you so let’s work together.
• Participate online frequently.
• Organize your work ahead of deadlines.
• Meet the deadlines.
• Be curious and communicate frequently.
• Feel free to ask questions (questions are encouraged) in private or during class.
• If you do have a problem do not panic. D2L sometimes breaks down. Computers don’t always work the way we want them too. Just keep in contact with Robin, which brings us to:
  • Back up your data.
• Storytelling learning happens through feedback conversations, humane interactions, empathic listening, thoughtful reading and reflection, discussions, or creating works/projects.
• If you need a standing ovation, ask for it. We’ll send you a virtual one.

Expected time-investment for this 3-credit course: 3 hours online x 15 weeks; 2 hours x 15 weeks working on assignments; 40 hours working on your Service-Learning project; 10 hours working on your final storytelling project = 95+ hours

Catalogue Description: Development of skills to locate, clarify, and tell stories.

Course Description: This course is Theatre 260 explores the world of sharing stories. We engage in sharing our own and listening to others’, play with myths (such as the Odyssey and Gesar), analyze folktales (like Cinderella), and explore how our own life stories, and that of others, help build identity. Students also have opportunities to develop their personal voice and storytelling performance skills.


Course Goals:
• Expose students to the storytelling art form;
• Impact students’ abilities to tell, communicate, and perform stories aloud;
• Examine stories from multi-cultural and diverse perspectives;
• Engage in Creative storytelling as a community building practice.
**Student Learning Objectives/Outcomes:**
Students will…
- Demonstrate storytelling and story listening fundamental communication skills.
- Collect, express, and reflect on personal stories from their lived experience.
- Reflect on pluralism and diversity as it relates to the stories they tell, hear, and collect.
- Practice storytelling in community settings and through service learning.
- Hone their storytelling skills.
- Interpret and analyze their own and others’ storytelling performances.
- Craft story performances and devise theatrical or (in the case of online courses) performative presentations that integrate, incorporate, and reflect their own and others’ stories.

**How to succeed:** You will succeed if you do all the work in an exemplary fashion, explore the subject, actively participate, and post your work before on the deadline. Please note that ALL WORK IS REQUIRED.

**Scope & Sequence of course:**

1/21-2/4  
Module #1 *Getting to know you*: We share our individual personal stories and voice. This module also focuses on story and language/linguistics/communication.

2/5-2/18  
Module #2 *A Baker’s dozen*: We look at the way performers communicate through stories. This is also the module where you begin to plan your Community Storytelling project.

2/19-3/4  
Module #3: *Stories of you/Stories of us*: We virtually share our stories with each other. Starting with one required topic forum—after that you can choose which topic to post your stories in. Share, ‘listen,’ and respond to your stories and those of others in this class. This is also the module where you submit your plan for your Community Storytelling project.

3/5-3/16  
Module #4: *Designing and implementing your community project*: For 2 weeks prior to Spring Break a and the two weeks after you will be implementing your Community Storytelling project.

3/26-4/15  
Module #5: *Completing your community project and reflecting on our stories*: You will have time in this module to report on the Community Storytelling project and also develop critical perspectives by looking back at the stories we shared in the Module 3 forum/topic areas.

4/16-5/13  
Module #6: *Performing stories*: You will continue to develop skills for performing stories in face-to-face and virtual environments.

**Grades and Assessment:** Guess what? By registering for this class, you begin the course with one A grade. Why? You are already an expert in the content of this course—all humans are already storytellers. Congratulations. From there you work and earn your other grades.

*Students are expected to complete all the assignments.* If a student encounters a problem with completing a learning task on time they may ask for an extension ahead of any deadline—not after the deadline has passed. Late submissions will result in lower grades but it is best to complete assignments.
However, if you have a real emergency let Robin know as soon as is practicable. You will work with her on a sensible alternative so that you are not penalized for a problem outside of your control.

**What is a real emergency?** Answer: Real and unplanned events that pertain to your personal (or your family’s) safety, death, or acute illness and other similar events you have no control over (like blizzards or tornados).

**None of these reasons are real (i.e. excused) emergencies:**
- Losing your phone.
- You are/were in a show or other project that took up your time so you couldn’t complete an assignment.
- You forgot or misread the calendar and syllabus and “didn’t realize that the assignment was due.”
- Roommates and friends/family needed to socialize so you did not have enough time to finish or focus on the course.
- Computers or other technologies broke; and/or you had no access to the Internet; and/or there was no possible way for you to find a computer or Internet connection anywhere; and/or your mobile data plan didn’t work.
- You were on a vacation, took time off, or went on a trip.
- You had a hang over.
- Your dog/cat/pet was ill.
- Your roommate’s dog/cat/pet was ill.
- Your boss scheduled you for lots more hours at work than originally planned.

**Graded Activities** include:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative, original, and high-quality work</td>
<td>requisite</td>
</tr>
<tr>
<td>Participation in your own learning</td>
<td>requisite</td>
</tr>
<tr>
<td>Registering for the course (you are already an expert)</td>
<td>50</td>
</tr>
<tr>
<td>Mod 1. Getting to Know You Post</td>
<td>50</td>
</tr>
<tr>
<td>Mod 2. A Baker’s Dozen Post</td>
<td>50</td>
</tr>
<tr>
<td>Mod 2. Reading response (textbook)</td>
<td>50</td>
</tr>
<tr>
<td>Mod 3. Stories you post: minimum of 5 maximum is up to you</td>
<td>10 Each</td>
</tr>
<tr>
<td>Mod 3. Responses to others’ stories: minimum of 5 maximum is up to you</td>
<td>10 each</td>
</tr>
<tr>
<td>Mod 4. Community Storytelling project-</td>
<td></td>
</tr>
<tr>
<td>- Plan of action</td>
<td>50</td>
</tr>
<tr>
<td>- Log of hours and activities</td>
<td>50</td>
</tr>
<tr>
<td>- Reflective essay</td>
<td>100</td>
</tr>
<tr>
<td>Mod 5. Reflection on stories essay</td>
<td>100</td>
</tr>
<tr>
<td>Mod 6. Final story Worksheet</td>
<td>50</td>
</tr>
<tr>
<td>Mod 6. Telling a Story via video</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>850+</td>
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</table>

**What grades represent:**

A = all learning tasks completed, all portions completed in an exemplary fashion and on time: 850+-775 points

B = all learning tasks completed, all portions completed well with high quality work and on time, 774-700 points

C = all learning tasks completed, all portions of completed satisfactorily, 699-680 points.
D = all or some of the learning tasks were partially completed or work was unsatisfactory, lacking, or consistently late: 679-675 points.
F = Some or all tasks were not completed or were completed in a way that did not meet standards. Consistently late: 674 points or below.
INC = Students are awarded an INC grade if any learning tasks are not complete. An INC defaults to an F grade at the start of the next semester. If you receive an INC grade you will be allowed to redo or complete make-up work during the default period only.

GER: This course is approved as part of the GER Breadth requirement, satisfies the GER Arts credit requirement, and is an approved elective within the Cultures and Communities certificate program. These are assessed by the Final Performance Assignment and using the Final Performance rubric (below).

This course addresses Cultures & Communities Goals because students will:
- Examine stories from multi-cultural and diverse perspectives (C&C Goal 1, 2, 6, & 7);
- Engage in Creative Storytelling techniques through engaged and/or service-learning-oriented experiences (C&C Goal 10).

This course meets Arts GER Criteria because it:
- Focuses on the creation and participation of the storytelling art;
- Asks students to learn the basic approaches to and techniques involved in performing and collecting stories;
- Requires participants to interpret and analyze their own and others’ performances and written narratives.

This course addresses UW System Outcomes by focusing on:

SLO #1) Knowledge of Human Cultures and the Natural World: THR 260 focuses on storytelling—it’s practice and cultural significance in the lives of students and in the life of their community(s). It does so by infusing an exploration of cultural context and codes in stories worldwide. Also, students explore their own beliefs, conditions, and experiences in relationship to others. Reflecting and considering the conditions and perspectives of others is a core component of this course.

SLO #3) Effective Communication Skills: Exploring and learning about and from a storytelling presentation/performance so that students explore effective communication between listeners and speakers.

GER Assignment: Final Performance of a story

GER Assessment: Using the GER Assessment Rubric (below)
## Rubric

<table>
<thead>
<tr>
<th>Exceptional A</th>
<th>Distinctive B 75% of points</th>
<th>Successful C 65% of points</th>
<th>Substandard D 50% of points</th>
<th>Failing F 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohesive and clear</td>
<td>Clear</td>
<td>Parts unclear</td>
<td>Unfocused</td>
<td>Unclear</td>
</tr>
<tr>
<td>Collaborative[1]</td>
<td>Somewhat collaborative</td>
<td>Weak unfocused Collaboration</td>
<td>Little or no collaboration</td>
<td>No collaboration</td>
</tr>
<tr>
<td>Original Work</td>
<td>Some original work</td>
<td>Limited original work</td>
<td>Little or no original work</td>
<td>No original work</td>
</tr>
<tr>
<td>Creative choices strong and clearly defined</td>
<td>Creative choices clear</td>
<td>Creative choices limited in scope</td>
<td>Creative choices unclear</td>
<td>Creative choices nonexistent or inappropriate</td>
</tr>
<tr>
<td>Uses all aspects of storytelling performance formats: narration, characterization, gesture, flow/timing, movement, voice,</td>
<td>Uses most aspects of storytelling performance formats</td>
<td>Uses some aspects of storytelling performance formats</td>
<td>Uses little of storytelling performance formats</td>
<td>Uses no storytelling formats</td>
</tr>
<tr>
<td>Evocative use of imagery and descriptive language</td>
<td>Interesting use of imagery and descriptive language</td>
<td>Little use of imagery and descriptive Language</td>
<td>Very little use of imagery and descriptive language</td>
<td>No use of imagery and descriptive language</td>
</tr>
<tr>
<td>Characterization is clear and delineated</td>
<td>Characterization is clear and somewhat delineated</td>
<td>Characterization is marginally delineated, choppy, or disjointed</td>
<td>Little characterization used</td>
<td>No characterization used</td>
</tr>
<tr>
<td>Interactive[2]</td>
<td>Involves audience</td>
<td>Limited use of audience</td>
<td>Little or no use of audience</td>
<td>No audience participation</td>
</tr>
<tr>
<td>Integrated use of movement or gesture</td>
<td>Some use of gesture and movement</td>
<td>Limited use of gesture and movement</td>
<td>Little use of gesture and movement</td>
<td>No use of gesture and movement</td>
</tr>
<tr>
<td>Integrated use of voice and vocal range</td>
<td>Some use of voice and vocal range</td>
<td>Limited vocal range and use of voice</td>
<td>Little use of vocal range</td>
<td>No use of vocal range</td>
</tr>
<tr>
<td>Progress made since first rehearsal</td>
<td>Some progress made since first rehearsal</td>
<td>Limited progress made since first rehearsal</td>
<td>No or little progress made since first rehearsal</td>
<td>No progress made</td>
</tr>
</tbody>
</table>

[1] When appropriate to assignment.
**What is due when?**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Where to submit?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1: GTKY Survey</strong>&lt;br&gt;Follow module directions, <strong>read</strong> syllabus &amp; materials, get textbook, <strong>read</strong> <em>What is Storytelling? What is a Story?</em>&lt;br&gt;<strong>Complete</strong> the GTKY survey.</td>
<td>Sunday, February 4, 2018 @ 11:30 PM</td>
<td>Discussion Forum</td>
</tr>
<tr>
<td><strong>M2: Baker’s Dozen</strong>&lt;br&gt;Follow module directions</td>
<td>Sunday, February 18, 2018 @ 11:30 PM</td>
<td>Discussion Forum</td>
</tr>
<tr>
<td><strong>M2: Reading Response</strong></td>
<td>Sunday, February 18, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
</tr>
<tr>
<td><strong>Deadline for beginning to create a plan for your Community Storytelling project</strong></td>
<td>Sunday, February 24, 2018</td>
<td>Look over the requirements and start thinking about what you want to do. Jot notes. If you have questions send them to Robin.</td>
</tr>
<tr>
<td><strong>M3: Sharing Stories:</strong>&lt;br&gt;<strong>Complete first forum</strong>, share at least <strong>4 more stories</strong>, respond to at least <strong>5 stories</strong> from others.&lt;br&gt;Begin to plan your Community Story Project.</td>
<td>Sunday, March 4, 2018 @ 11:30 PM</td>
<td>Discussion Forum</td>
</tr>
<tr>
<td><strong>Deadline for confirming details for your Community Storytelling project</strong></td>
<td>Wednesday, March 8, 2018</td>
<td>Make sure your plan is detailed and that the community you will be working in/with has given you permission to implement your project.</td>
</tr>
<tr>
<td><strong>M4: Community Storytelling plan of action</strong></td>
<td>Friday, March 10, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
</tr>
<tr>
<td><strong>M5: Reflection Essay</strong></td>
<td>Sunday, April 15, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
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<tr>
<td><strong>M5: Community Storytelling Log</strong></td>
<td>Sunday, April 22, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
</tr>
<tr>
<td><strong>M5: Community Storytelling reflection</strong></td>
<td>Sunday, April 22, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
</tr>
<tr>
<td><strong>Deadline for selecting your final story</strong></td>
<td>Monday, April 23, 2018</td>
<td>Make sure you have selected a story you really want to tell. Figure out the technology you will use ahead of time and make sure that it works.</td>
</tr>
<tr>
<td><strong>M6: Final story worksheet</strong></td>
<td>Tuesday, May 8, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
</tr>
<tr>
<td><strong>M6: Final video story</strong></td>
<td>Friday, May 11, 2018 @ 11:30 PM</td>
<td>Drop-box</td>
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</tbody>
</table>
Why we do this module? The first thing to do in a storytelling course is connecting with each other. We ‘exchange’ our stories-identify ourselves-and consider other people's perspectives.

What will we be doing? Learning to communicate and to listen to others’ stories is the first step toward reflecting and understanding how stories are used to build cultural identity and community. In this course, we are a learning community. We learn about each other by expressing stories.

What are we learning? Interpreting and expressing our own stories. Reflecting and attending to others’ stories.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
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</table>
| 1/22-2/4 | • In D2L there is information and directions for module 1. Review this information.  
• Watch/listen to the Introductory PowerPoint.  
• Watch the TED talks and other videos assigned in this module.  
• Read syllabus.  
• Get the textbook.  
• Read What is Storytelling? What is a Story?  
• Look at the first assignment “getting to know you.” Make sure you have reviewed the questions you need to respond to.  
• Make sure that your technology works and that you can access everything in this course.  
• Begin a draft of first assignment (use the template!!)  
• Find a photo of yourself you can upload  
• Submit the assignment in Dropbox |
| 2/4 | “Getting to Know You” is due by 11:30 PM |

Getting to Know You/Me/Us Survey Directions
Post your Getting to Know Me discussion post. To do this, go to the discussion section of the D2L course (it is called Getting to Know You/Me/Us. Robin (me, the instructor) has already posted and if you are confused use that as a guide. Post answers and information in the discussion topic forum using the following checklist.

• An example of storytelling in your everyday life.
• A photo of yourself. If you can't post a photo due to religious reasons instead post a photo that tells us something about you—your perceptions, ideas, things you like, etc. Post the photo as a .jpg attachment to your initial post.
• What pronoun do you want us to use when we refer to you?
• Discuss: Think about how storytelling functions in your own life. Do you experience storytelling daily? Was/is it part of your culture, belief system, family, social life? Does your family have a storytelling tradition? Do you think there are stories that you identify with? If yes, what are some examples you can share. If no, reflect and discuss this.
• Comment on what you thought about the initial PowerPoint, Video of J. Blake, and the TED talks.
• Tell us a little bit about yourself—your background, culture, community, beliefs, family, ideas, and dreams
• Discuss what you already know about the subjects that this course will cover? (Storytelling, performance in everyday life, communication, listening, sharing, and narration?)
• The first two pages of the syllabus note what subjects this course covers and what outcomes the course intends to support. Choose one subject and one goal that are most important to you. Note them and explain your choices.
• Explain your expectations of this course & instructor.
• Is there anything else you want to add or tell us about yourself? If so, please add this.
• What questions do you have for the instructor?
**MODULE #2 BAKER’S DOZEN**

**2/5-2/18**

**Why?** This module is about how performance tellers tell stories. The tellers represent the breadth of storytelling performance (dramatized, aloud, and unscripted) being done in our culture today. There are multiple models for you to critique and also so you have a sense of the variety and diversity of storytelling communities.  

**Doing?** You get to be the audience and interact with the stories and the tellers. As an audience, you are also part of the stories. Think about what connects you to the stories and what does not.  

**Learning?** Exploring techniques and material, such as myths and legends from diverse cultures and sources.

<table>
<thead>
<tr>
<th>TASKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Videos:</strong> Choose 5 or more videos of Storytellers, (and yes, you get extra credit if you watch more than 5), after you have watched them write a response (see directions below).</td>
</tr>
</tbody>
</table>
| **Read & Respond to** the following chapters from *Storyteller’s Guide: Introduction; How do I find the right stories; What makes a story strong or weak; How do I memorize and rehearse; what mistakes are frequently made; What are the ethics of storytelling?*  
  - Write or draw or create a Ppt—or make a sculpture—or ?-create a very short (if you are doing a written analysis it’s about 800 word / one page) response to the reading. Drop this into the Dropbox. |

**Deadline for both assignments: 2/18 @ 11:30 PM**

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**Baker’s Dozen**

After you have watched the videos (at least 5) write a response. Spelling should be correct and writing mechanics should be correct as well. In your post include answers to the following:

- Short (2-4 sentences) review of what you thought of each teller.
- Storytellers that caught your interest *(explain why/how)*.
- Storytellers you did not enjoy *(explain why/how)*.
- Discuss in some depth variety of techniques and approaches you observed--how did the storytellers, on the whole perform and communicate the story? Were these techniques successful?  
  - Relate the information and approaches to things you read about in our text.  
  - If you could give these storytellers advice, what would it be? *(be wise)*  
  - What, if any, of these videos/storytellers would you recommend to others? *(explain your ideas)*  
  - How did these videos connect with what you have read in the textbook?

**Reading Response**

Read the following chapters from *Storyteller’s Guide: Introduction; How do I find the right stories; What makes a story strong or weak; How do I memorize and rehearse; what mistakes are frequently made; What are the ethics of storytelling?*  

Write or draw or create a Ppt—or make a sculpture—or ?-create a very short (if you are doing a written analysis it’s about 800 word / one page) response to the reading. Drop this into the Dropbox.
**MODULE #3 SHARING OUR STORIES**

2/19-3/4

**Why?** This is a simulation. It is designed to build your experience of oral history collection (a folklore and storytelling skill). We are simulating a purposeful learning community (we already are in many ways) and exploring how storytelling helps us build a shared identity.

Also, during these next two weeks you should begin to figure out what your plan is for the Community Storytelling project. Your plan is due during the next module and your implementation needs to be completed by the middle of April AT THE LATEST!

**Doing?** In Discussion, you will see a thematic list of topic forums. Post your experiences, collect and read the stories of others.

**Learning?** Demonstration of fundamental communication skills. Collecting, expressing, and reporting on personal stories of lived experience. Honing storytelling skills.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
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</thead>
<tbody>
<tr>
<td>2/19-3/3</td>
<td>• Look at the story prompts in the Discussion Forum topics.</td>
</tr>
<tr>
<td></td>
<td>• <strong>You MUST post in the first forum (which is about culture and community).</strong> After you post in the first forum you can choose any forum you like.</td>
</tr>
<tr>
<td></td>
<td>• Post a minimum of 4 more stories. It all works better if you post more than 5, which is why you get 10 points xtra per post. Also, respond with comments AND STORIES OF YOUR OWN to at least 5 stories from others in this course. It all works better if you post more than 5, which is why you get 10 points xtra per post.</td>
</tr>
</tbody>
</table>
| 3/4 Deadline | • Post in the first forum by 11:30 PM  
  • Complete 5 detailed stories by 11:30 PM  
  • Complete 5 responses to the stories of others by 11:30 PM |

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**Forum Topic #1: Required**

Community is formed by many things and many experiences. It is a construct. Community building is a way we develop a sense of our own self and how we learn to interact and live with others. In a democracy, community is extended to governance. We are responsible for, in a sense, the government and nation that we live in. One of the theories about how humans create community is that it is made up of formal aspects such as familial groups, language, and customs. But this is limited. I encourage you to think a bit more broadly. And also remember that you can be a member of a community and not agree with it nor participate in its dominant values and practices.

This assignment is in three parts. Submit all three parts into the first forum topic.

**Part 1- Mapping Community:** Create a van diagram, map, or visual construct that contains all of the different aspects and perspectives that make you what you think of as 'your community(s). What story(s) can you tell us that illustrate your sense of your identity?

**Part 2-Storying community:** Focus on one aspect or piece of your map--an aspect or characteristic of your community that is meaningful to you. Share a story that illustrates that aspect.

**Part 3-Imaging your community:** Include a photograph or image or video of an object, place, or event that captures your community.
### Why?
Stories and myths have been the primary way that people learn, build communities, and explore who they are. Now, apply this idea to a community project.

### Doing?
This is a special kind of Service-Learning. It’s called Community Storytelling. This is more open ended than many service-learning projects you might encounter in other courses. Not to worry. Explore, challenge yourself, and design something you want to do for YOUR learning.

<table>
<thead>
<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td><strong>Step 1</strong> Look around and <strong>locate a community</strong> that you are a member of or one you are connected to: a school, community center, library, religious group, preschool, coffee group, playgroup, your family dinner table, blog, online group, Boys &amp; Girls Club, organization you are part of, neighborhood group you are part of, etc.</td>
</tr>
<tr>
<td>It should be a) connected to you, b) a place where exchanging ideas or engaging with others already happens, c) a group that will allow you to involve them in this assignment.</td>
</tr>
<tr>
<td><strong>Step 2</strong> Create a plan to incorporate storytelling into the community experience. Work out how you will incorporate storytelling with this community and at this site. How can you best meet the needs of the organization and also weave in storytelling? Can you use storytelling to create a deeper sense of community or to address issues and interests of the community?</td>
</tr>
<tr>
<td>Here are some examples of S-L projects that students have done in the past</td>
</tr>
<tr>
<td>1) Worked in their online community to engage their friends to story and focus on an issue. Or ask members of an online community to explore a question or issue that is facing that community through sharing stories.</td>
</tr>
<tr>
<td>2) Created a memory book with a person who is in critical or long-term care. Each time the person has a visitor they create a story.</td>
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<tr>
<td>3) Working at a daycare and sharing stories: Create a regular story circle sharing.</td>
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<tr>
<td>4) Objects: collecting a photo journal of important objects or places about the community. Or asking community members (via email or Skype or Facebook) to add to a journal of stories.</td>
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<tr>
<td>5) Creating an anniversary or birthday party around storytelling—where community members tell their favorite story about the birthday person.</td>
</tr>
<tr>
<td>6) Creating a snap-chat story or a twitter feed that is passed from person to person to create a group community story. For this kind of activity, you have to figure out a way to save the story when it is complete.</td>
</tr>
<tr>
<td>7) Work = community: a student once did a project where she asked coworkers to share stories at lunch break.</td>
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<tr>
<td>8) Faith-based community: students have presented stories as part of religious services, created plays and story-sessions for youth at their places of worship.</td>
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<tr>
<td>9) Community service: students have swapped stories at homeless shelters, food pantries, etc.</td>
</tr>
<tr>
<td>10) Schooling as service: students have worked on storytelling curriculum and teaching in classrooms.</td>
</tr>
</tbody>
</table>

| 3/10 | DEADLINE for submitting your plan (use the template in D2L) into the drop-box. It must be approved (i.e. graded) before you implement it. |
| 3/11-4/22 | Implement, log and journal what happened, submit the final reflection on or before 4/22. |
### Why?
We want to be able to make sense of our stories—so they have more meaning for us. We are using interpretation and narrative inquiry skills so that we can examine what our stories might mean and why they might be important.

### Doing?
You are going to create a theory about storytelling and an analysis of how your stories and cultural narratives link (or don't) with others' in this class. You will write a short analysis (using the steps that are outlined in the PowerPoint) to evaluate and explain your ideas about our stories. This is due on 4/15.

Also, this is the moment to complete your storytelling project in your community, logging and journaling as you go. The Community Storytelling project log and reflection are DUE on 4/22.

### Learning?
Interpreting, expressing, and analyzing the stories of others.

### Doing?
During these next two weeks, you will be reflecting on the stories we all shared in Module #3.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
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</thead>
<tbody>
<tr>
<td>3/26–4/22</td>
<td>Please read the following chapters in our textbook: How do I create stories from true life events? What are the ethics of storytelling? How can a teacher use storytelling? What should I know about censorship? take notes: what do you agree with, what do you not agree with, what do you already know, etc.? Next, look at the Essay Assignment directions in the D2L. Then, watch the Writing Assignment Ppt. Finally, create an essay about our archive of collected stories. The directions clearly define parameters—but there is no word or page requirement (or rather if you write only one page it is probably way too little and if it is 20 pages it is probably way too much). Reflect on what our stories mean when we put them together. What do they say about the people in this course? Remember to end your essay with your theory about storytelling. Also, you should be implementing your community storytelling project during this phase of the module.</td>
</tr>
<tr>
<td>4/15</td>
<td>Submit your essay in the drop-box.</td>
</tr>
<tr>
<td>4/22</td>
<td>Submit your Community Storytelling project daily log and final reflection.</td>
</tr>
</tbody>
</table>
MODULE #6: PERFORMING STORIES

4/23-5/10

Why? It’s a storytelling course—storytelling performance is one of the core skills this course explores.

Doing? The only way to learn more about performing and telling story is to do it.

Learning? Demonstration of fundamental communication skills. Honing storytelling skills & crafting a story performance.

Date Tasks

4/22-5/9
• Read the directions.
• Choose a story that is either a folk tale, myth, Cinderella tale, or hero tale.
• Make sure it is a story you want to share.
• View all the PowerPoints for this module, read the final presentation directions
• Work out a work plan and rehearsal process for the story. It is your final project for this course.
• Begin to fill out the worksheet
• Rehearse your story.
• Figure out how your technology will work and how it will interface in D2L.
• Read the following chapters in our textbook: How do I memorize and rehearse a story? (pp 51-58); What performance techniques do I need to know? (pp 58-68); How can a teacher use storytelling in the classroom? (141-167).

5/7-5/9
• Video capture your storytelling

5/8
• Storytelling worksheet due in the dropbox by 11:30 PM.

5/9-5/10
• Upload the video into D2L.
• Check in to see your video successfully downloaded and that Robin can access and see it.