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2012

### EDCH 305 505 Storytelling as a Cultural Craft

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**XAVIER UNIVERSITY**  
**College of Social Sciences, Health, and Education**  
**Department of Childhood Education and Literacy**  
**Storytelling as A Cultural Craft**  
**EDCH 305-505**  
**(3 semester credit hours)**

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**Tuesdays 4:15-6:45**  
**101 Hailstones**

**CE & L Dept. Mission Statement:**

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

**Catalogue Description**

Study and practice in the art of storytelling with emphasis on both classroom application and formal program presentation.

**Overview**

This course is designed to prepare teacher candidates and classroom teachers, from preschool through high school, to deliver a more enriching learning environment through the use of storytelling as a presentation format. The class itself is delivered in a workshop atmosphere, where students learn proper storytelling techniques by weekly demonstration of oral storytelling, ever increasing in difficulty. The goal in the telling of the story is that an instructor can conversationally add a folk tale or moral lesson into a unit as an example of the theme to help students apply real world experiences.

A major focus of this course is integrating storytelling as a "learning tangent" into the contents and standards dictated by the state. With the current emphasis on

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standardized testing, classroom teaching has become standardized as well. This class promotes a multi-cultural basis and varied interaction with students by which the lessons can be made accessible to all students through analogy, modeling and demonstration.

The course has three major goals:

1. Create an Educational Resource
2. Start a Mental Database of Stories
3. “Own” the story

This course addresses the educational standards set forth by National Council of Teachers of English (NCTE). In this course:

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
- They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

This course also takes into account the educational discipline required by Standards for Ohio’s Teachers. The teacher candidate:

- Will understand student learning and development, and respect the diversity of the students they teach. (1.1-1.5)
- Will know and understand the content area for which they have instructional responsibility. (2.1-2.5)
- Will understand and use varied assessments to inform instruction. (3.4, 3.5)
- Will plan and deliver effective instruction that advances the learning of each individual student. (4.1-4.5)

- Will create learning environments that promote high levels of learning and achievement for all students. (5.1-5.5)

Throughout the course, the college student will be introduced to a variety of storytelling techniques and types of tales. The purpose of these tales and techniques is to bring a more complete picture to the learning environment (1.4, 2.1-2.5, 5.1-5.5). Each technique will be explained, demonstrated, and modeled for a learning environment. Included in the technique are varied ways in which the instructor can turn folk tales into real world examples and learning exercises (2.4-2.5), create classroom lessons, promote reading and prompt students into mimicry (4.4).

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### **Course Requirements**

The following provide an overview of the course requirements. The weighting for each of the requirements is given. Each requirement will have its own rubric for grading. Complete descriptions for each assignment will be given preceding the activity. Instructional activities for this course will be conducted in the following manner: lecture, classroom videos, and discussions/questioning.

The Work for the class is broken into three main areas: the participation, the Storytelling Festival and the notebook. While it can be argued that the participation and Storytelling Festival performance may be seen as subjective grading, even though a rubric is present, the notebook thus exists as the objective grading piece.

#### **A. Class Attendance/Class Participation/Professionalism 300 pts.**

As this is a workshop based course, you are expected to be in class and ready to participate, unless something unforeseen occurs to you or your family through no fault of your own. Emergencies do arise; please be kind enough to let the instructor know when something like this occurs. Weather may be a factor in some instances. Please be advised to listen to the appropriate radio stations and make a judgment based upon your circumstances. In addition, class participation is one way that the instructor is able to see what a class understands or does not understand. It is your responsibility as a learner to be on time and participate in class. 15 sessions at 20pt per session

#### **B. The Storyteller Binder 400 Pts**

The binder, aside from being the objective part of grading, is the “take-away” portion of the course. It is designed to be accessible to the student once they become a teacher later in their career. Although it is to be arranged in a particular fashion for the

Xavier Instructor's grading purposes, the content should be written as such that the student can pick up the binder at a later date and understand the purpose behind the assignment (e.g. annotated lists).

Assignments will also be copied and distributed to the entire class in the idea that the binder will serve as an educational resource to the teacher candidate in the future.

1. Reflection Journal Entries 100 pts.

On select weeks, as designated on the course calendar, you will be given the opportunity to reflect on the proceedings of the class. The mid term journal entry will be a reflection based on a video tape the student makes delivering a story.

2. Learned/Saved Stories (10) 100 pts

Student will locate, prepare and present 10 varied stories based on the theme of the lesson to the class each week.

3. Web Search of Storytelling Sites (10) 100 pts

Student will create an annotated list of storytelling sites from the internet consisting of database of stories, storytelling techniques and resources for teachers. Sites will be ranked using a five point system and coded as to the main characteristics of the site.

4. Annotated Bibliography of Resources (10) 100 pts

Student will create an annotated list of books from the library consisting of stories, storytelling techniques and resources for teachers. Books will be ranked using a five point system and coded as to the application of the information.

**C. Lesson Plan (graduate students only) 200 pts**

Graduate students are to create a lesson plan for a subject other than their own primary field of study (language arts students cannot do language arts). The lesson plan must incorporate one of the storytelling techniques demonstrated in class. The lesson plan must have a clear focus and learning connections between the story and the objective of the lesson.

## **Course Grading**

As part of a teacher-training program, instructors as well as students are expected and required to demonstrate behavior consistent with a professional career in education. For those reasons, expectations are high in the following areas:

**Attendance:** Students are expected to attend class and participate fully in storytelling festival. (See Course Requirement 1)

**Academic Honesty:** The Education Department and the university values academic honesty. It is expected that students will submit original work in addition, cite the work of others used to create a final assignment presentation.

**Written Assignments:** Correct grammar, mechanics, and spelling are required. All assignments must be typed or word-processed.

**Assignment Due Dates:** Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments in a timely fashion will result in grade point deduction.

## **Grading Scale**

NOTE: Required assignments are due on the date shown on the syllabus. Failure to adhere to this policy will result in a grade reduction. When there are extenuating circumstances, please advise the instructor of the matter at hand and arrangements can be made to accommodate your needs.

# XAVIER UNIVERSITY

## EDCH 305/505 Storytelling as a Cultural Craft Course Calendar Spring 2012

Jan 10	<b>Introduction to course: tips, techniques</b>	
Jan 17	<b>Storytelling Beginnings</b>	Due: Urban Legends
Jan 24	<b>Storytelling Techniques and Cultures</b>	Due: Tell an Aesop Fable or parable and apply to real life
Jan 31	<b>Different kinds of stories: Family, household, explanations</b>	Due: Tell a folktale (non-Euro)
Feb 7	<b>Using Props</b>	Due: Bring a Heritage/explanation tale.
Feb 14	<b>Different Kinds of tales: Paper Scissors String</b>	Due: Tell a story featuring a prop <b>WEBSITES DUE</b>
Feb 21	<b>Presenting Stories: Space, Audience, Appearance!</b>	Due: Tell an activity story
Feb 28	<b>Reader's Theater Review</b>	Bring an Inspirational story
Mar 6	<b>SPRING BREAK- No Class</b>	
Mar 13	<b>Storytelling Festival Planning: Guidelines and grading</b> Bring a tale to tell	<b>BIBLIO DUE</b>
Mar 20	<b>Group Practice</b>	
Mar 27	<b>Group Practice</b>	
Apr 3	<b>Group Practice</b>	
Apr 10 April 14	Run Thru for Final <b>Barnes and Noble performance</b>	
Apr 17	No Class (Saturday Make Up)	
Apr 24	<b>Notebooks Due/ Graduate students lesson plans /Evals</b>	

# Storytelling Rubric

ID: 118770

Objectives	Low Performance	At or Below Average	At or Above Average	Exemplary Performance	Earned Points
Is the story appropriate to the intended audience?	<b>1 point</b> No. Audience confused/disinterested	<b>2 points</b> Some interest; few connections to material	<b>4 points</b> Has aud. attention; aud. follows along	<b>8 points</b> Audience involved; new; connections made; an experience	
Performance: Voice	<b>0 points</b> Inaudible	<b>1 point</b> monotone; little or no characterizations attempted	<b>2 points</b> variable levels; some characters (may have mixed them up)	<b>4 points</b> definitive levels; loud and clear; definitive characterizations;	
Performance: Movement	<b>0 points</b> Little or no movement; avoids eye contact with audience	<b>1 point</b> nervous energy; hands in pockets or occupied with non-story materials; seldom looks at audience	<b>3 points</b> moves with the pace of the story; attempts characters; hands involved with cards; looks at audience (as a whole)	<b>4 points</b> enacts characters; uses space wisely; involves audience	
Performance: Presentation	<b>2 points</b> No intro; performs story verbatim with some mistakes, loses place, off on non related tangents	<b>4 points</b> <b>Minimal intro or pre-story sum up; uncomfortable with story</b>	<b>6 points</b> Intro leads into story; performs story comfortably; tangents apply, uses cultural refs	<b>8 points</b> Intro used as part of the story; performs story as if actually experienced it; "owns" the story	
Props/Activities	<b>1 point</b> Mistakes made with activity; unrelated prop	<b>2 points</b> Activities/props used outside the story	<b>3 points</b> Activity/prop used with story	<b>4 points</b> Activities/Props fully integrated into the telling	
				Score:	