

Xavier University

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Education Syllabi Fall 2012

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2012

### EDCH 305 505 Storytelling as a Cultural Craft

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**XAVIER UNIVERSITY Fall 2012**  
**Storytelling as A Cultural Craft**  
**EDCH 305-505**  
**(3 semester credit hours)**  
*Thursday 7-9:45*

**Mission Statement**

The Mission of Xavier's Education Department is to educate, in the Jesuit tradition, students from varied backgrounds to be critical thinkers and ethical professionals in education and related fields who effectively contribute to and serve a world of many cultures and diverse communities.

**Instructor**

*Daryn Malof, M. Ed*

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*Office Hours: Before and after class.*

**Catalogue Description**

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

**Purpose**

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 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 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).*

*The following is the Web address for the State Department of Education:*  
<http://www.ode.state.oh.us>

### 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.

Student is to write a one page reflection entry on either the class, their progress, or anything they notice about the class and its applications to their teaching.

#### 2. Learned 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 weekly assignments and the 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 Fall 2012

Aug 23	<b>Introduction to course: tips, techniques</b>	
Aug 30	NO CLASS	
Sep 6	<b>Storytelling Beginnings</b>	Due: Urban Legends
Sep 13	<b>Storytelling Techniques and Cultures</b>	Due: Tell an Aesop Fable or parable and apply to real life
Sep 20	<b>Different kinds of stories: Family, household, explanations</b>	Due: Tell a folktale (non-Euro)
Sep 27	<b>Using Props</b>	Due: Bring a Heritage/explanation tale.
Oct 4	<b>Different Kinds of tales: Paper Scissors String</b>	Due: Tell a story featuring a prop WEBSITES DUE
Oct 11	<b>Presenting Stories: Space, Audience, Appearance and Inspiration Tales</b>	Due: Tell an activity story
Oct 18	<b>Reader's Theater Overview</b>	Due: Tell an Inspiration Tale
Oct 25	<b>Storytelling Festival Planning: Guidelines and grading</b>	Bring a tale to tell (new or repeat) BIBLIO DUE
Nov 1	<b>Group Practice</b>	
Nov 8	<b>Group Practice</b>	
Nov 15	<b>Group Practice</b>	
Nov 29 Dec 1	<b>Run Through (Group Times will be scheduled)</b> <b>Barnes and Noble performance</b>	
Dec 6	No Class (Saturday Make Up)	
Dec 13	<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:	