COURSE SYLLABUS
INSC 576: Storytelling as a Communications & Learning Tool in Diverse Settings
Wednesdays, 6:30-9:10 p.m. (Eastern)

Course Sections: 001 (CRN 52171) and 002 (CRN 52172), combined online
Meeting Time and Place: TBA, Cyberspace
Course Credit Hours: 3 Graduate Hours

Dr. Cindy Welch, Clinical Associate Professor
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Office Hours: By appointment

COURSE DESCRIPTION/VALUE PROPOSITION
Explores storytelling as a communications tool in information agencies and other types of corporate and not-for-profit organizations. Students will learn the history of storytelling, various types of stories, and best practices for gathering and telling stories. (UTK Graduate Catalog)

This course will help you develop communications, research and writing skills through exploration of traditional and contemporary stories. Storytelling can be used with both children and adults, to educate, entertain, excite or calm, and to convey important information in a memorable way. We humans are coded for narrative and developing an understanding of story and its place in our lives adds a valuable skill to your professional toolkit.

STUDENT LEARNING OUTCOMES
By the end of the class, students will be able to
- Discuss and utilize the power of story in various personal and professional situations;
- Discuss the effects of society and culture on stories and storytelling;
- Discuss the role of technology in relation to storytelling;
- Demonstrate proficiency in selecting and preparing stories for presentation;
- Demonstrate proficiency in peer coaching.

TEXTS FOR THE COURSE
Required Texts

**Additional Texts (not required)**
• Haven, Kendall and Mary Gay Ducey. 2007. *Crash Course in Storytelling*. Westport, Conn: Libraries Unlimited. (Especially useful for school librarians or teachers.)

*NOTE: Additional readings, unless otherwise specified, will be available on Canvas.*

**LEARNING ENVIRONMENT**
Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

My approach to teaching is based on Malcolm Knowles’ view of adults as learners, and on John Dewey’s ideas about active (versus passive) learning. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You are interested in creating a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

There are several different kinds of learning activities in this class, including group work, polls or surveys, presentations, peer coaching, and personal reflections through your story journal. This course demands more than usual amounts of self-management, persistence, and self-motivation. Researching and recording stories, working on story presentation, writing in your journals, and working with each other will take time, so your best approach is to work steadily throughout the term rather than leave things until the last minute.

Your peer coaching takes place in between class sessions and involves students working together to help improve each other’s performances. I realize that it is difficult to schedule meetings with students who are geographically far from each other, but practice and feedback are essential – even nonnegotiable – for this course. Be a good team member; communicate regularly with your group members; honor the time commitments of others; be prepared when you are meeting and share your best with your peers. Listen attentively and offer constructive, thoughtful, detailed suggestions. Be gentle with your criticism and always start with what your peers did well. Take note, although you are being gentle, you are also offering ways to improve your peers’ performances, so after the accolades you should offer concrete suggestions for improvement.
There will be some traditional lectures in class, but the bulk of the time will be spent discussing your findings and practicing stories on each other. That means you need to be prepared to present at every opportunity and certainly at least once each class. That also means you need to be present each moment in class, in order to help your peers reach their goals, too, as a peer coach. Feedback is essential to every teller’s training and we will be our own best resources. Be prepared to offer thoughtful and sensitive comments on your peers’ stories.

**INFORMATION LITERACY/TECHNOLOGICAL RESOURCES**

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:
- Technology at SIS – [www.sis.utk.edu/sis-technology](http://www.sis.utk.edu/sis-technology)
  - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology (OIT): [https://oit.utk.edu/Pages/default.aspx](https://oit.utk.edu/Pages/default.aspx)
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source of online training support, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at [https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx](https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx). You’ll need your UTK netid and password to access lynda.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) and at the LiveOnline@UT site ([https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx](https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx)). You’re strongly encouraged to participate each term so that you know you’re ready for the technology demands of attending and participating in class.

*Again, you must have a camera that will let you be seen as you present graded stories, and audio so that you can participate in class. If I can’t see and hear you, your grade will be affected.*

**HOW TO BE SUCCESSFUL IN THIS CLASS**

Be present, be intellectually curious, and engage equally with your peers and with me.
COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Methods of Documentation for Assignments

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages are optional, BUT always give your paper a title
- Cite everything!
- Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

Assessment and Evaluation
All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale (see http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grades__Credit_Hours__and_Grade_Point_Average) for graduate students, and the scale below is what I use to convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be 13/15 = .87 x 100 = 87, or a B+.

Converting Points to a Letter Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>(4 quality points per semester hour) superior graduate student performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.75</td>
<td>(3.7 quality points per semester credit hour) intermediate performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.75</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.75</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.75</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.75</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 77.75</td>
<td>(2 quality points per semester hour) well below the graduate student standard.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.75</td>
<td>(1 quality point per semester hour) clearly unsatisfactory/doesn’t satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59.75</td>
<td>(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.</td>
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You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me, and you must present a reasoned argument and/or valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Penalty for Late Work
Except by prior agreement, 1 point per business day may be deducted for written or oral work not submitted by class time the day due. “Prior agreement” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

Note on “Incomplete”
Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete.

Citizenship, Resilience, and Grit (aka active class participation)
You do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning community. Quality of thought is much more important than quantity.

UNIVERSITY POLICIES
Class Attendance Policy
Students are expected to attend class each week and be fully prepared to actively participate. Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions.

Class Cancellation
Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas. More information about the School’s cancellation policy is available at www.sis.utk.edu/courses/guidelines. If UT cancels classes, then our class is automatically cancelled. Information about the University of Tennessee weather-related closing policy is available at http://safety.utk.edu/emergency-management/inclement-weather-policy/.

Academic Honesty
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, “Academic Honesty,” http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

STUDENTS WITH SPECIAL NEEDS
Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT
CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

Hodges Library Help for Information Science Students
Our Information Sciences librarian is Anna Sandelli.

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, and students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.
INSC 576 – Storytelling
Weekly Schedule for Fall 2018

August 22
Topics: Syllabus, course expectations, course details; what do you want to learn?
Readings:

POST: Introductions in Canvas before the start of class, see Canvas for details

August 29
Topics: Types of story, story sources; versioning; “styles” of story
Readings:
• Lipman, Introduction, Section 2 Introduction, Ch 5

September 5
Topics: Story bones and learning story; performance concerns (voice, breathing, timing, etc)
Readings:
• Haven & Ducey, Chapters 5, 6 and 11
• Lipman, Section 2

DUE: Story in your Field Presentation

September 12
Topics: Conceptual aspects of storytelling; more performance concerns
Reading/Listening/Viewing:

**September 19**

*Topics: The science of story and narrative*

*Readings:*


*Optional Viewing (it's a nice complement to the books):*

• “Your Brain on Story,” Kendall Haven on YouTube, March 30, 2015, available online at https://www.youtube.com/watch?v=zGrf0LGn6Y4. (28:03)

**DUE: Versioning Paper**

**September 26**

*Topics: Cultural considerations*

*Readings:*


**October 3**

*DUE: Graded Telling 1*

**October 10**

*DUE: Graded Telling 1 (if needed), Students’ Choice*

**October 17**

*Topics: Digital storytelling overview*

*Readings, Viewings:*


October 24
Topics: Guest Speaker

October 31
Topics: Storytelling outside of K-12 environments
Readings:
• Lipman, Section 3 and Chapter 16

Optional Readings – read as many as you want to, based on your interests, but at least 2:

November 7
Topics: Students’ Choice; Guest Speaker

November 14
DUE: Graded Story 2

November 21
DUE: Graded Story 2 (if needed), Students’ Choice

November 28
Topics: Wrap up; course evaluation
DUE: Story Journal

Assignment Summary, details are on Canvas:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Peer Coaching (15 points)</td>
<td>3 reports</td>
<td>Last class meeting in the month</td>
</tr>
<tr>
<td>Story in Your Field (10 points)</td>
<td>Maximum of a 10-minute presentation &amp; posts</td>
<td>September 5th</td>
</tr>
<tr>
<td>Versioning Paper (10 points)</td>
<td>15 pages, maximum</td>
<td>September 19th</td>
</tr>
<tr>
<td>Graded Telling 1 (15 points)</td>
<td>5-10 minutes</td>
<td>October 3rd or 10th</td>
</tr>
<tr>
<td>Graded Telling 2 (15 points)</td>
<td>negotiated</td>
<td>November 14th or 21st</td>
</tr>
<tr>
<td>Story File (30 points)</td>
<td>10 entries, minimum</td>
<td>November 28th</td>
</tr>
<tr>
<td>Citizenship, Grit &amp; Resilience</td>
<td></td>
<td>All semester</td>
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<tr>
<td>(5 points)</td>
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Where can I find storytellers to watch? Here are a few resources to get you started …

- Research your own area; do you have a storytelling guild nearby?
- National Storytelling Network, [https://storynet.org/](https://storynet.org/), sponsor of the National Storytelling Festival each fall in Jonesborough, TN; tons of resources!
- [www.storyteller.net](http://www.storyteller.net) – a one-stop shop for everything from finding tellers to articles about the art
- [www.augusthouse.com/indexf0bb.html?md=Content&sd=StoryTelling&PageName=LinksTo](http://www.augusthouse.com/indexf0bb.html?md=Content&sd=StoryTelling&PageName=LinksTo) – August House, the premier publisher of storytelling learning materials
- [http://storycorps.org/listen/](http://storycorps.org/listen/) - StoryCorps is a national non-profit group that goes around the country collecting family stories and intimate moments
- Public and/or school libraries
- Bookstores – usually independents are better, but you can sometimes find storytellers at national chains like Barnes & Noble