

EDRD 419 Storytelling
Central Washington University
Center for Teaching and Learning

Name:

Office:

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Office Hours:

COURSE DESCRIPTION Prerequisites: None. EDRD 419 Storytelling is designed to inform pre-service and practicing teachers about materials and procedures for learning and telling stories, especially those from diverse cultures, to elementary school students. 3 credits.

COURSE RATIONALE This course, EDRD 419 Storytelling, is consistent with the following missions: Central Washington University’s mission, “Docendo Discimus” ; the Center for Teaching and Learning’s mission, “Facilitating learning for a diverse world”; the Department of Education mission, “The commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skill, and attitudes necessary to educate a diverse population.”

This course is predicated upon the conceptual framework, the Constructivist model of learning. It is designed to: 1. develop student abilities and skills to actively create knowledge; 2. help learners relate new information to prior knowledge, 3. shape learner knowledge through experience and social interaction.

MATERIALS

LiveText CD

**(Admission to and continuation in the Teacher Education program requires that you purchase LiveText. You must present “proof of purchase” to the Certification Office, Black 228.*

***Students who fail to post artifacts to their LiveText account will not receive credit for the assignment and will fail the course.*

COMPLIANCE WITH STANDARDS

Center for Teaching and Learning (CTL) In compliance with CTL standards EDRD 419, address the standard CTL 1.1.

Washington State Standards In compliance with Washington state standards EDRD 419 complies with: K.1. 1. 5, K1.2.6, S1. 1. 2., S3.1.4, K3.1.4, K6.1.1

IRA Standards In compliance with the International Reading Association, EDRD 419 complies with these standards: 1.0, 2.0, 3.0, 4.0, 5.0

INSTRUCTIONAL METHODS AND ACTIVITIES

The instructional methods and activities include but are not limited to the following: lecture, videotapes, audiotapes, demonstrations, practice learning and telling stories. A variety of techniques are taught including flannelboard, chalkboard, and audience participation. Sources include the library, the internet, the National Association of Storytelling, and bibliographies of multicultural stories.

LEARNER OUTCOMES:

As a result of taking this course the student/s will:

1.0	<p>Recognize the importance and value of Telling stories to children: communicative, educational, social, cultural.</p> <p>CTL 1.1</p> <p>WA K1.1.5, S1.1.2</p> <p>IRA 2.2, 2.3</p>	<p>Attend and respond to Lectures/demonstrations.</p> <p>View videotapes and completes Viewing guides.</p> <p>Textbook readings</p> <p><i>LiveText Essay</i></p>
2.0	<p>Recognize the role and value of storytelling</p> <p>As a means to help emergent readers come To know the concept of story.</p> <p>CTL 1.1</p> <p>WA K1.1.5, K1.2.6, S1.1.2</p> <p>IRA 2.2, 2.3</p>	<p>Attend and respond to lecture/ Demonstrations.</p> <p>View videotapes.</p> <p><i>LiveText Essay</i></p>

3.0	<p>Recognize and understand the importance</p> <p>Of storytelling as a means of appreciating</p> <p>The diversity yet commonality of many cultures.</p> <p>CTL 1.1</p> <p>WA K1.1.5, S1.1.2</p> <p>IRA 2.2, 2.3</p>	<p>Attend and respond to lectures.</p> <p>Listen and respond to stories</p> <p>From diverse cultures.</p>
4.0	<p>Master the techniques for selecting a story to tell.</p> <p>CTL 1.1</p> <p>WA S3.1.4</p> <p>IRA 2.2, 2.3</p>	<p>Applies information from</p> <p>Textbook, lectures, demonstrations and videotapes.</p>
5.0	<p>Master the techniques for</p> <p>Learning a story</p> <p>CTL 1.1</p> <p>WA S3.1.4</p> <p>IRA 2.2, 2.3</p>	<p>Applies information from</p> <p>Textbook, lectures, demonstrations and videotapes.</p>

6.0	<p>Master the techniques for</p> <p>Telling stories.</p> <p>CTL 1.1</p> <p>WA S3.1.4</p> <p>IRA 2.2, 2.3</p>	<p>Applies information from</p> <p>Textbook, lectures, demonstrations and videotapes through in class and public performances.</p>
7.0	<p>Able to work cooperatively with classmates in order to plan, organize and present a community agency.</p> <p>CTL 1.1</p> <p>WA K3.1.4</p> <p>IRA 5.1</p>	<p>Present a community storytelling program.</p>
8.0	<p>Masters a variety of story related activities and devices to enhance</p> <p>The storytelling experience.</p> <p>CTL 1.1</p> <p>WA S3.1.4</p> <p>IRA 4.2</p>	<p>Lecture/class discussion</p> <p>Participates in a variety of storytelling Activities.</p>
9.0	<p>Identify and use storytelling</p> <p>Assessment tools</p> <p>CTL 1.1</p> <p>WA K6.1.1</p> <p>IRA 3.1</p>	<p>Evaluates classmates'</p> <p>Storytelling performances.</p>

TOPICS COVERED

1. The values, principles, methodology, and practices associated with storytelling.
2. The multicultural aspects of storytelling

3. Storytelling performance
4. The cultural and linguistic influences upon storytelling
5. The importance of storytelling to the development of reading.

Readings, Texts, Supplies

Bauer, Caroline. Handbook for Storytellers. H. W. Wilson. 1998.

Sierra, Judith. The Flannelboard Storytelling Book H. W. Wilson. 1998.

Supplies: Sturdy cardboard, flannel, felt, sundries.

EXPECTATIONS/POLICIES

1. It is expected that written work will be done with university level usage of English, vocabulary, and composition style.
2. It is expected that there will be attendance and participation in class discussions and activities
3. It is expected that students will be respectful of the other students in the class.
4. It is expected that the student will be very supportive of the storytelling performances of his/her classmates.

EVALUATION/GRADING

Assessment and grades may include:

- Attendance/participation
- Evaluation of storytelling performances
- Community storytelling program plans and report
- Reviews of the text chapters
- LiveText Artifact:** A 200-250 word essay on the topic: Describe the value of storytelling for the teaching of reading in a diverse society. Address these points: How does storytelling help a child understand story structure, connect books to told stories, and gain an appreciation of diverse cultures.

Students who fail to post artifacts to their LiveText account will not receive credit for the assignment and will fail the course.

BIBLIOGRAPHY

Contemporary References

Macdonald, M. Twenty Tellable Tales.

Maguire Creative Storytelling. Mc Graw-Hill, 1985.

Miller, T. Joining In. Yellow Moon Press, 1988.

National Storytelling Association. Tales as Tools, NSA, 1994.

Pellowski, A. The World of Storytelling. Bowker, 1987.

Sierra, J. The Flannelboard Storytelling Board. Wilson. 1998.

Tashjian, V. Juba This and Juba That. Little Brown and Company, 1995.

Mouth Sounds

Chalkboard Stories Draw a Story.

ADA STATEMENT

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or ADA Compliance Office, Director, ADA Affairs and Student's Assistance on campus at (509) 962-2171 for additional disability-related educational accommodations.