Modesto Junior College
Course Outline of Record
SPCOM 123

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

SPCOM-123: Storytelling
Also offered as: THETR - 123: Storytelling

Introduction to the art of storytelling focusing on the preparation and presentation of literature. Emphasis is placed upon selection of materials, analysis, preparation, and presentation of various genres of stories. Designed to develop the adult reader's knowledge, critical ability and appreciation of literature, as well as critical listening of others sharing literature. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - C1

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Development of storytelling from primitive cultures to the present
   B. Folk literature, narrative poetry, realistic stories, creative dramatics
   C. Choosing the story for the appropriate audience
   D. Preparation and presentation of the story
   E. Dramatic play
   F. Listening for storytelling
   G. Visual aids for storytelling
   H. Student presentation of story acting
   I. Telling stories in situations outside the classroom: nursery schools, public and private schools, and hospitals

B. HOURS AND UNITS

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<th>INST METHOD</th>
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<tr>
<td>Lect</td>
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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Materials will be presented through lecture, discussion, reading, and writing
2. Performance exercises used to illustrate styles and approaches to the performance of literature
3. Video tapes, films, audio tapes and handouts to supplement lecture, discussion and reading
4. Guest lectures and/or workshops by storytelling experts
D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   1. Students will read one to two chapters in their textbook every week.
   2. Students will prepare for two exams in class per term.
   3. Students will prepare and rehearse one personal story per term.
   4. Students will prepare and rehearse four stories from literature per term.
   5. Students will prepare telling guides for the stories they perform from literature.

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   1. Typical storytelling performances
      
      Find, edit, and prepare an oral tradition story.
      Find, edit, and prepare a fantasy or science fiction story.
   
   2. Typical exam questions
      
      Performance anxiety can be useful, true or false.
      Discuss the five aspects of time-based language in an essay question.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


2. **Other**: Syllabus packet that students purchase at the bookstore.

III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   Design, research, edit, and deliver stories from a variety of genres.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Identify the principal guidelines for selecting appropriate literature to perform before an audience.
   
   b. Identify and utilize the basic vocal and physical skills required in the performance of literature.
   
   c. Distinguish different forms and genres of literature.
   
   d. Adapt the folklore and mythology of different cultures for presentation to various audiences.*
e. Identify the value of storytelling as a pedagogical tool.

f. Identify the relationships of storytelling to other forms of performance.

g. Apply the knowledge gained in the classroom to the preparation and presentation of storytelling projects.

h. Evaluate student performances.

i. Identify the principles of literary analysis as they apply to various forms of literature.

j. Present storytelling projects applying literary and performance standards to each performance.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Critiques of outside class performances

2. Group discussion

3. In-class storytelling presentations

4. Verbal and/or written feedback from instructor and peers

B. SUMMATIVE ASSESSMENT

1. In-class storytelling presentations

2. Verbal and/or written feedback from instructor and peers

3. Written examinations to include essays