Storytelling (SLIS S604 32796)
Mondays, 9:30am - 12:15pm. LI-030 / Spring 2015: January 12-May 8, 2015

Course Description:
This course provides an overview of the history, philosophy, and values of storytelling in relation to educational and cultural services of public and school libraries. Guidance will be given in the practice of techniques of this oral art form and how such may be adapted to meet the needs and programs in library and school settings.

Prerequisites:
Successful completion of L533 Library Materials for Children and Young Adults or sustained contact with quality children's literature.

Course Objectives:
Students will have the opportunity to explore:
- The field of literature from the oral tradition, past and present.
- The relationship between the storyteller, the audience and the story.
- The physical aspects of presenting a story including vocal techniques, movement and staging of stories.
- Specialized methods of story presentation including flannel boards, use of props, musical storytelling and tandem storytelling.

Students will have the opportunity to demonstrate the ability to:
- Understand the purpose and educational value of storytelling and how it is best incorporated into library programming
- Identify resources for selection of appropriate materials and methods to develop oral story presentations for audiences of all ages.
- Select, practice, and adequately present oral stories that meet standards for cultural and educational settings.
- Analyze different audience needs and factors which may affect the manner through which the story is best communicated.
- Judge the quality of an oral story selection and presentation.

Students will be expected to learn and perform a minimum of four stories. Each story will be presented before a group of their peers. Student presentations will be critiqued by the instructor.

Demonstrations by the instructor, guests and videos will illustrate various techniques for presenting stories. The instructor will ensure a creative and supportive environment in which students feel safe to cooperate with the instructor and other class members to shape stories suitable for public performance.

Required Texts:
Greene, Ellin. Storytelling: Art and Technique. Westport, Conn: Libraries Unlimited, 4th ed., 2010.
Lipman, Doug. Improving your Storytelling. Little Rock, Ark: August House, 1999.

Recommended Texts:
MacDonald, Margaret Read. Shake-It-Up Tales: Stories to Sing, Dance, Drum or Act Out. Little Rock, Ark: August House, 2000.
---. The Storyteller's Start-Up Book. Little Rock, Ark: August House, 1993.

Assignments

Read-Aloud Presentation
The purpose of this exercise is to clearly demonstrate appropriate book sharing techniques and to highlight the difference between reading aloud and storytelling. Students will prepare an annotation based on the format below and present their read-aloud in class.

- Select a picture book that is not appropriate for storytelling because of plot or dependence upon illustrations for narrative.
- Choose the book from the recommended sources listed below. *The selecting source must be cited on the annotation.*
- Prepare a read-aloud presentation for the class, using appropriate methods to read aloud and show pictures as discussed in Greene and Roney.
- **Read-alouds should be approximately 3-5 minutes in length.**
- To prevent duplication, e-mail your choice for reading aloud to the instructor.

Readings/recommending sources available at IUB and at the Monroe County Public Library Children's Department:

- Anderson-Newham, Susan. Cooking Up a Storytime. Chicago: ALA Editions, 2014.
- Greene, Ellin. Storytelling: Art and Technique. 4th Ed. Westport, Conn: Libraries Unlimited, 2010.
- Kiefer, Barbara Z. Charlotte Huck's Guide to Children's Literature: A Brief Guide. Boston: McGraw-Hill, 2010. (Other editions of this text are also acceptable)
- Pearson, Molly Blake. Big Ideas in Small Packages: Using Picture Books with Older Readers. Worthington, OH: Linworth Pub., 2005.

Format for Read Aloud Annotations

- **Bibliographic Information**
- **Recommending Source** (must be taken from list in the syllabus)**:**
- **Average reading time**
- **Intended audience** (Include a discussion of how the story meets specific developmental needs based on Huck if intended for children under 12 years)
- **Personal Appeal**
- **Story Preparation** (list potential problems and solutions)
- **Potential for adaptations and use in library programming**

Students will read their selected picture book aloud in class, using techniques discussed in lecture and readings.

Storytelling Analysis and Presentations
The purpose of this exercise is to provide students with practical experience in selecting, learning and telling stories. Students must select stories using selection sources listed in the bibliography available on Oncourse entitled "General Selection Sources " as well as a list of recommended sources from former SLIS professor Dr. Shirley Fitzgibbons entitled "Recommended Stories. "

Students should select four stories intended for the following audiences and are encouraged to select different age group for each telling:

- Preschool, ages 3-5
- Early elementary, ages 6-8
- Intermediate, ages 8-11
- Young adults, ages 12-18
- Adults or other special audiences

Students should explore different genres and modes of storytelling and encouraged to select stories among the following:

- Nursery Tale
- Folktale
- Scary Story
- Fairytale
- Personal Narrative
- Story told with props, puppets, or story board
- Story told with cut and tell or folding techniques
- Audience Participation Story
- Tandem Story
- Musical Story

Students will tell their stories in class. Prior to telling, students will have the opportunity to work on their stories informally in a small group. Stories should not be memorized, but learned through the process of analysis.

Story Analysis Format
Students will prepare an analysis of their chosen story using the format described below.

- Bibliographic information
- Selection source (from bibliography available on Oncourse)
- Other sources considered (include brief discussion of differences among them)
- Intended audience (include rationale from Huck)
- Synopsis of the story
- Potential use in library programming
- ***The following must be rendered by hand.***
    - Outline of the story or other visual organizer
    - Description of characters (physical appearance, physical behavior, personality)
    - Identify the character who owns the story
    - Structural analysis based on the M.I.T.
    - Collection of images from the story

Story Collections
During the selection process, students will submit a total of three brief annotations for stories *considered but not chosen* for presentation. Stories must be selected using the recommending resources provided in class. Students are encouraged to read widely, rather than rely on a single collection for story selections.

Annotations must include the following:
- Bibliographic information
- Selection source (from bibliography available on Oncourse)
- Intended audience (include rationale from Huck)
    - This section is intended to help students think critically about how children respond to stories as they grow older. Since children need different kinds of stories at different times in life, this section will help students understand how to match the right story to the right children.
    - Identify characteristics of the intended age group, such as "beginning to distinguish reality and fantasy" or "strong sense of justice" or "starting to question authority" and briefly discuss how your story will appeal to these developmental characteristics.
- Synopsis of the story
- Potential use in library programming
    - This section is intended to help students contextualize their story. Consider whether the story could be paired with others, or fit within a theme. You may also discuss whether the story could be adapted with puppets, dramatic play, or felt board.

Show and Tell
This is an informal storytelling exercise assigned throughout the semester. Students will be awarded points for participation, rather than the content of the assignment.

Field Experience or Podcast
Students will arrange to tell a story in a real setting. The setting must include an appropriate audience for the story. For example, if a story is suitable for children ages 3-6 years, children that age should be present. The instructor will help locate a venue if needed. *Students who need assistance with a venue must make this known to the instructor prior to Spring Break.*

Students will submit a written description of their experience, between 400-500 words. The description should include the following:
- Date, time and location of the event
- Title of story told
- Purpose of the event
- Description of the location/storytelling arena
- Description of the audience, and how their reaction shaped your storytelling

Students who are not interested in serving young people have the option of creating a podcast of their storytelling. The podcast should be made publically available on the Internet and will be played in class.

Professional Storytelling Observation
Students will observe a professional storyteller or librarian in practice. Students will submit a brief written description of their experience. The description should include the following:
- Date, time and location of the event
- Title of stories told
- Purpose of the event
- Description of the location/storytelling arena
- Description of the audience reaction
- Personal reaction to the stories

Library Storytelling Program Design
Students will plan a library storytelling program. Topics may include traditional story programs, story theater workshops, storytelling for adults or educators, creating personal narratives, recording family stories, etc. Highlights from the program will be presented in class. The plan should include:
- Intended audience and venue for the program
- A script or outline of the program
- Bibliography of materials needed or used

Final Story Performance in a Real Setting
The final class meeting will include a performance open to the public at the Monroe County Public Library. Students will be evaluated on their role in determining the content and flow of the program, input in publicizing the event, and their ability to establish rapport with the audience.

Grades

Read Aloud Assignment	10%
Storytelling Presentations	20%
Story Analysis	15%
Story Collections	15%
Show and Tell	5%
Field Experience or Podcast	10%
Prof. Storytelling Observation	10%
Library Storytelling Program Design	10%
Final Story Performance in a Real Setting	5%

Evaluation

Grades will be assigned on an A, B, C, D, F scale. The following definitions of letter grades have been defined by student and faculty members of the Committee on Improvement of Instruction and have been approved by the faculty (November 11, 1996) as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards at SLIS.

A (96-100) - Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- (90-95) - Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ (87-89) - Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B (84-86) - Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.

B- (80-83) - Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ (77-79) C (74-76) - Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C- (71-73) D+(69-70) D (67-68) D- (65-66) - Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.

F (0-64) - Failing. Student may continue in program only with permission of the Dean.

Honor Code

This class, as all classes at Indiana University, requires that students abide by the "Code of Student Rights, Responsibilities and Conduct." Please familiarize yourself with this document: *http://www.iu.edu/~code/* .Students found to be engaging in plagiarism, cheating, or other types of dishonesty will be reported to the Dean's Office for appropriate action. In particular, please understand the various nuances of plagiarism and avoid engaging in this type of behavior.

Late Work

Late work will be accepted on a case-by-case basis. Written assignments will lose ten percentage points per day. Make-up presentations will also receive reduced credit. No more than two assignments may be turned in late.

Attendance

More than two absences may result in an incomplete or failing grade.

Calendar

Session 1 – January 12
Topics: Introductions, Definitions of Storytelling, Purposes and Values of Storytelling, History of Modern Storytelling in Libraries, Read-Aloud Techniques, Picture Book Selection.
Readings: Greene, Chapter 1-3; **Optional**: MacDonald, pp.9-16 and pp.101-104 & Roney Chapter 2 (closed reserve)
Due:
- **Show and Tell:** Bring a favorite book from childhood
- ***Readings for Session 1 are due the first day of class.***

(No class Jan. 19, MLK Day)

Session 2 - January 26
Topics: Selection, Storytelling to Different Age Groups
Readings: Greene, Chapters 4, 8-10; **Optional:** MacDonald, pp. 63-83
Due:
- **Read Aloud Presentation**
- **Read Aloud Annotation**

Session 3 – February 2
Topics: Discovering the M.I.T. and Structure, Preparation, Performance Techniques.
Readings: Greene, Chapters 5-6; Lipman, pp. 75-109; **Optional:** MacDonald, pp. 17-29
Due:
- **Story Collection 1**
- **Story 1 Selection**
- **Show and Tell:** Learn a joke and tell it

Session 4 – February 9
Topics: Transfer of Imagery, Vocal and Physical Awareness
Readings: Lipman, pp. 11-71
Due:
- Story 1 Presentation
- Story 1 Analysis

Session 5 – February 16
Topics: Musical Stories, Tandem Stories, *special guest Mary Frasier
Readings: *Shake It Up Tales,* MacDonald (pp. 15-80 and pp.131-143)
Due:
- Story Collection 2
- Story 2 Selection
- **Show and Tell**: Bring an object with personal significance and tell its history

Session 6 – February 23
Topics: Visual Cues, Draw and Tell, Felt Stories, Participation Stories
Readings: *Shake It Up Tales,* MacDonald (pp. 83-107)
Due:
- Story 2 Presentation
- Story 2 Analysis

Session 7 – March 2
Topics: Props, Puppets, Dramatic Play, *special guest Josh Wolf
Readings: *Shake It Up Tales,* MacDonald (pp. 111-174)
Due:
- Story Collection 3
- Story 3 Selection
- **Show and Tell**: Photo

Session 8 – March 9
Topics: Personal Narratives
Readings: Telling Your Own Stories, by Donald Davis (closed reserve at MCPL)
Due:
- Story 3 Presentation
- Story 3 Analysis

(No class March 16, Spring Break)

Session 9 – March 23
Topics: Program Planning, In-Service Training
Readings: Greene, chapters 10-12, **Optional:** MacDonald, pp. 43-62
Due:
- Story Collection 4
- Story 4 Selection

Session 10 – March 30
Topics: Special Needs, Bi-Lingual Storytimes
Readings: Greene, chapter 7 and **Optional:** *Tell the World*, by Margaret Read MacDonald (on closed reserve)
Due:
- Story 4 Presentation
- Story 4 Analysis

Session 11 – April 6
Topics: Storytelling in Schools, Storytelling and Literacy, *guest appearance by Dana Burton
Readings: *Literacy in the Storytelling Classroom*, ed. Sherry Norfolk, Jane Stenson, and Diane Williams (on closed reserve) Select two chapters of interest.
Due:
- Professional Observation (be prepared to talk about in class)
- **Show and Tell**: Favorite storytelling podcast/video series

Session 12 – April 13
Topics: Favorite Stories Revisited, Defending the Story, planning the end of semester performance
Readings: Bettelheim chapter 1 (on closed reserve and available through Google books); **Optional:** MacDonald, pp. 85-99
Due:

- Library Storytelling Program in-class presentations

Session 13 – April 20
Topics: Field trip to Ellettsville Branch
Readings: TBA
Due:

- Field Experience / Podcast (be prepared to talk about in class)

Session 14 – April 27
Story Performance at Monroe County Public Library open to the public

Opportunities to See Professional Storytellers

Storytelling Arts of Indiana

Storytelling Arts of Indiana is a premier arts organization based in Indianapolis. Each year, director Ellen Munds presents nationally celebrated storytelling artists.

Check out the Storytelling Arts of Indiana events calendar:
http://www.storytellingarts.org/events.html

Ongoing Monroe County Public Library Story Programs
Please call ahead to alert the librarian of your intention to observe.

Preschool Storytimes at Monroe County Public Library
- Main Library (303 E. Kirkwood Ave., Bloomington, IN)
  "Tuesday Tales" - Tuesday mornings: 10:00 a.m. – 10:30 a.m. (weekly)
  "Evening Family Storytime" - Tuesday evenings: 7:00 p.m – 7:30 p.m. (bi-monthly)
  "Storyhour Extravaganza" - Last Wednesday of the month: 9:30 a.m. – 10:15 a.m. / 1:30 pm. – 2:15 p.m.
- Ellettsville Branch (600 E. Temperance St., Ellettsville, IN)
  "Preschool Storytime" - Monday mornings: 10:15 a.m. / 11:15 a.m. (weekly)

Check other local public library and history museum listings for additional story programs.

Bibliography of Readings

Bettleheim, Bruno. <u>The Uses of Enchantment: The Meaning and Importance of Fairy Tales.</u> New York:

    Knopf, 1976.

Davis, Donald. <u>Telling Your Own Stories.</u> Little Rock, AK: August House, 1993.

Greene, Ellin. <u>Storytelling: Art and Technique</u>. Westport, CT: Libraries Unlimited, 4th ed., 2010.

Lipman, Doug. <u>Improving Your Storytelling: Beyond the Basics for All Who Tell Stories in Work or Play.</u>

    Little Rock, AK: August House, 1999.

MacDonald, Margaret Read. <u>Shake-It-Up Tales: Stories to Sing, Dance, Drum, and Act Out</u>. Little Rock,

    AK: August House, 2000.

---. <u>The Storyteller's Start-Up Book</u>. Little Rock, AK: August House, 1993.

---. <u>Tell the World: Storytelling Across Language Barriers.</u> Westport, CT: Libraries Unlimited, 2008.

Norfolk, Sherry, Jane Stenson, and Diane Williams, eds. <u>Literacy Development in the Storytelling</u>

    <u>Classroom.</u> Westport, CT: Libraries Unlimited, 2009.

Roney, R. Craig. <u>The Story Performance Handbook</u>. Mahwah, NJ: L. Erlbaum Assoc., 2001.