FRESNO PACIFIC
U N I V E R S I T Y

EDU-943: Storytelling and More!

Independent Study Online Course Syllabus

Instructor: Emily Howard, M.A.	**Number of Graduate Semester Units:** 3
Phone: (209) 581-2169	**Target Audience:** K-5th grade teachers
Email: emily.howard@fresno.edu	**Course Access:** https://connect.fresno.edu

Course Description

From picture books to chapter books, this class will teach you to take written text and present it in creative ways! With Storytelling, you will retell stories in your own words. The Oral Interpretation component will walk you through paying homage to an author by staying true to the text. Preparing and presenting a speech with visual aids will give you and your students confidence in front of others! What's most exciting about this course is that you can use these three genres of Public Speaking in your current History, Science, and Literature units while implementing the ELA Common Core Standards!

Note: There is no required book for this course.

Required Texts and Course Materials

Textbook and Readings: There is no book required for this course. Teacher-provided PDFs.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

Common Core State Standards (http://corestandards.org)

Comprehension and Collaboration:
- CCSS.ELA-Literacy.SL.K.1
  Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- CCSS.ELA-Literacy.SL.K.1.a
  Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- CCSS.ELA-Literacy.SL.K.1.b
  Continue a conversation through multiple exchanges.
- CCSS.ELA-Literacy.SL.K.2
  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CCSS.ELA-Literacy.SL.K.3
  Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:
- CCSS.ELA-Literacy.SL.K.4
  Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- CCSS.ELA-Literacy.SL.K.5
  Add drawings or other visual displays to descriptions as desired to provide additional detail.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Demonstrate proficiency of elements of public speaking by presenting speeches and performing storytelling and oral interpretation	CCSS.ELA-LITERACY.SL.K.1 - CCSS.ELA-LITERACY.SL.K.5	CE 2, CE 6
2. Develop lesson plans that incorporate the ELA Common Core Speaking and Listening standards in subjects such as literature, science and history	CCSS.ELA-LITERACY.SL.K.1 - CCSS.ELA-LITERACY.SL.K.5	CE 2, CE 3, CE 4, CE 6
3. Identify student proficiency by watching and reflecting on student performances	CCSS.ELA-LITERACY.SL.K.1 - CCSS.ELA-LITERACY.SL.K.5	CE 1, CE 3, CE 4, CE 5, CE 6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	● Introduction video ● Introduce yourself forum ● Course syllabus	
Module 1 – Intro to Public Speaking	1.1 Discover Common Core ELA Speaking and Listening Standards and reflect on your teaching experience	10 pts
	1.2 Learn and demonstrate speech ice breakers	20 pts
	1.3 Rehearse and present a speech including a visual	30 pts
	1.4 Create a speech lesson plan for your students	20 pts
	1.5 View student performances and respond	20 pts
Module 2 – Public Speaking: Literature, History, Science	2.1 Rehearse and present oral report from your current Science unit	20 pts
	2.2 Rehearse and present a biographical speech from your current history unit	20 pts
	2.3 Recite a poem related to a current literature lesson	20 pts
	2.4 Create a lesson plan for one of those subjects that incorporates public speaking	20 pts
	2.5 Forum	10 pts

Module 3 – Storytelling and the Standards	3.1 Read "Storytelling and the Common Core Standards" from Youth, Educators, and Storytellers Alliance & respond 3.2 Write and respond to your grade level section	30 pts 20 pts
Module 4 – Storytelling: Performance	4.1 Rehearse and perform a fairy tale from a different culture in your own words 4.2 Select a Bible story (or historical non-fiction) and rehearse and perform it in your own words 4.3 Create a lesson plan for your class that incorporates storytelling 4.4 Video of Lesson	20 pts 20 pts 20 pts 20 pts
Module 5 – Oral Interpretation	5.1 Read and respond to "Guide for Oral Interpretation" adapted from *Basics of Speech* by Glencoe/McGraw-Hill 5.2 View performances and respond 5.3 Forum	20 pts 20 pts 10 pts
Module 6 – Oral Interpretation: Performance	6.1 Rehearse and perform Oral Interpretation 6.2 Rehearse and perform Oral Interpretation author of your choice 6.3 Create a lesson plan for your class that incorporates Oral Interpretation 6.4 Video of Lesson	20 pts 20 pts 20 pts 20 pts
Module 7 – Final Presentation	7.1 Final Presentation (Storytelling or OI) 7.2 Respond to your experience	30 pts 20 pts
Course Wrap-up – Grading and Evaluation	• Course completion Checklist • Final Reflection Forum • Course Evaluation • Grade Request / Transcript Request	
	TOTAL POINTS / HOURS	**500 pts**

Grading Policies and Rubrics for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics
Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; **c**entered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Discussion Forum Requirements
- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - https://www.fresno.edu/students/registrars-office/academic-catalogs

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes

> **Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.