

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ELC1A10
Subject Title	Sharing your story: Language for personal narrative and reflection
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<p>This subject aims to improve students' understanding of personal stories and the role of storytelling in human development. Students will read, discuss, analyse and evaluate personal stories. Students will appreciate and reflect on universal story themes and concepts and apply them when creating their own life stories in oral and digital form. They will learn language skills related to narrative, reflective and analytical speaking and writing which enable them to communicate effectively about their life experiences and values.</p> <p>Personal narrative, also called personal story, is a story of self, a story which communicates something significant about one's experiences, beliefs and/or values. Personal stories are compelling means of oral and written communication which are used in various public, business, academic and media situations such as persuasive presentations, interviews and others.</p> <p>A digital story is a multimedia presentation combining a variety of digital elements within a narrative structure (a story). Digital storytelling derives its power by combining narrative, voice, images, text, video and music. It is a tool for telling one's own true stories in a vivid and compelling way. Digital stories are used in various contexts such as education, NGOs, community centres, business, media and more.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) Analyse, evaluate, and reflect on personal stories b) Demonstrate an understanding of story theory, concepts, principles, and storytelling performances c) Create personal stories which reflect universal themes related to humanity

	<p>d) Communicate about their life experiences and values using appropriate (narrative, reflective and/or descriptive) language</p> <p>e) Meet the English Reading & Writing Requirements by achieving ILOs a-d</p>
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>Topics in the course syllabus cover these major areas:</p> <ol style="list-style-type: none"> 1. Storytelling’s role in human development. 2. Story theory, structure and features in different cultural contexts. 3. Delivery techniques. 4. Imagery and descriptive language. 5. Pathos (emotion) in storytelling. 6. Engagement and persuasion in storytelling Essay organisation and paragraph development. 7. Principles of reflection. 8. Digital storytelling principles and techniques 9. <i>The Hero’s Journey</i> and universal story themes. 10. Archetypes and symbolism. 11. Applications of personal stories in modern society.
<p>Teaching/Learning Methodology (Note 3)</p>	<p>The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input, class discussion both formally and informally, and presentations both individually and in groups. Elements of the flipped classroom are integrated in the subject delivery. Peer feedback, self-reflection and critique of student presentations are an important part of the instructional scaffolding. Students’ personal integrity in the fast-changing technological landscape is nurtured.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • critical thinking skills, such as analysis and evaluation • reflection skills which facilitate deeper and better learning • communication skills such as active listening, giving and receiving feedback, and voice and speaking techniques <p>Students will read the ERR book outside of class. They will use a learning journal which scaffolds the process of identifying and using themes and concepts from the book and apply skills learned in class to write the analytical and reflective essay. This will enable them to demonstrate the skills learned and fulfil Learning Outcomes a, b and d.</p> <p>These skills can be applied in students’ other PolyU subjects and transferred to their professional practice.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Digital story	25		✓	✓	✓		
2. Oral personal story	40		✓	✓	✓		
3. Reflective essay	25 + 10 EWR	✓	✓		✓	✓	
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessment 1, the digital story, is a video which communicates a meaningful message about their life experiences and values. This addresses Learning Outcomes b, c and d.

Assessment 2, an oral personal story, is for students to tell a story about a meaningful life experience (about 3-5 minutes). This addresses Learning Outcomes b, c and d.

For Assessment 3, the reflective essay, students read the ERR book. They evaluate and reflect on their learning from the both the book and the subject. They will also evaluate and reflect on their learning in the subject. This addresses Learning Outcomes a, b, and d.

English Writing Requirement – see Assessment 3 above.

Student Study Effort Expected

Class contact:

- Seminars & flipped preparation work

39 Hrs.

Other student study effort:

- Learning journal and preparation for class

26 Hrs.

- Reading, analysing stories, reflection, writing stories and essay

52 Hrs.

	Total student study effort	117 Hrs.
Reading List and References	<p>Students will read the selected book for the English Reading Requirement.</p> <p>Required Reading (ERR):</p> <p>The Moth, Bowles, M., Burns, C., Hixson, J., Austin Jenness, S. & Tellers, K. (2023). <i>How to tell a story: The essential guide to memorable storytelling from The Moth.</i>: Crown Publishers. (Online access at PolyU library)</p> <p>Reading List:</p> <p>Abrams, S. (2018). <i>EmpoWord: A Student-Centered Anthology & Handbook for College Writers</i>. Portland State University Library. (Open Access at PolyU OER Collections)</p> <p>Burns, C. (Ed.) (2017). <i>The Moth Presents All these Wonders: True Stories about Facing the Unknown</i>. (1st ed.) Crown Archetype. (322 pp.) (Online access at PolyU library)</p> <p>Burns, C. (Ed.) (2019). <i>The Moth Presents Occasional Magic: True Stories about Defying the Impossible</i>. Crown Archetype. (347 pp.) (Online access at PolyU library)</p> <p>Ganz, M. (2009). What is public narrative: Self, us & now (Public Narrative Worksheet). Working Paper. Available at: http://nrs.harvard.edu/urn-3:HUL.InstRepos:30760283</p> <p>Gottschall, J. (2012). <i>The storytelling animal: How stories make us human</i>. Houghton Mifflin Harcourt. (GR72.3 .G67 2012)</p> <p>Jaffe, C. (2016). <i>Public speaking: Concepts and skills for a diverse society</i> (8th ed.). Cengage Learning. (PN4121 .J25 2016)</p> <p>Miller, P. (2017). <i>Writing true stories: The complete guide to writing autobiography, memoir, personal essay, biography, travel and creative nonfiction</i>. Allen & Unwin. (Online Access)</p> <p>Myss, C.M. (2013). <i>Archetypes: Who are you?</i> (2nd ed.). Hay House. (BF175.5 .A72 M97 2013)</p>	

Ramage, J. D., Bean, J. C., & Johnson, J. (2015). *The Allyn & Bacon guide to writing* (7th ed.). Pearson Education. (PE1408 .R18 2015)

Ramsdell, C. (2011). Storytelling, Narration, and the “Who I Am” Story. *Writing Spaces: Readings on Writing*, 2, 270-285. Parlor Press LLC. (Open Access at PolyU OER Collections)

Simmons, A. (2006). *The story factor: Secrets of influence from the art of storytelling* (Rev. ed.). Basic Books. (PN4193.I5 S5 2006)

References and Further Reading:

Brunel, P. (1992). *Companion to literary myths: Heroes and archetypes*. Routledge.

Bruner, J. (1987). Life as narrative. *Social Research*, 54(1), 11–32. <http://www.jstor.org/stable/40970444>

Campbell, J. (2008). *The hero with a thousand faces* (3rd ed.). New World Library.

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research* 77(1), 81-112.

Herman, D. (2009). *Basic elements of narrative*. Wiley-Blackwell.

Herman, D., Jahn, M., Ryan, M., & Ebrary, Inc. (2005). *Routledge Encyclopedia of Narrative Theory*. Routledge. (Online access)

Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.

Jamissen, Hardy, P., Nordkvelle, Y., & Pleasants, H. M. (Eds.) (2017). *Digital storytelling in higher education: International perspectives*. Palgrave Macmillan.

Kearney, R. (2002). *On stories*. Routledge.

Lambert, J. (2013). *Digital storytelling: Capturing lives, creating community* (4th ed.). Routledge.

McDrury, J. & Alterio, M. (2003). *Learning through storytelling in higher education: Using reflection and experience to improve learning*. Routledge.

Moon, J. A. (2010). *Using story: In higher education and professional development*. Routledge.

Moon, J. A. (2013). *Reflection in learning and professional development: Theory and practice*. Routledge Falmer.

	<p>Nesi, H., & Gardner, S. (2012). <i>Genres across the disciplines: Student writing in higher education</i> (Cambridge applied linguistics series). Cambridge University Press.</p> <p>Ryan, M. (2015). <i>Teaching reflective learning in higher education: A systematic approach using pedagogic patterns</i>. Springer International Publishing.</p> <p>Van De Mieroop, D. (2021). The narrative Dimensions Model and an explanation of various narrative genres. <i>Narrative Inquiry</i>, 31(1), 4-27.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020

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