

The Hong Kong Polytechnic University

Subject Description Form

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

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| Subject Code | ELC1A07 |
| Subject Title | Storytelling for Life: Sharing Personal Narratives |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite / Co-requisite/ Exclusion | Nil |
| Objectives | <p>Storytelling is intrinsic to human beings and central to human existence; it is a universal means of communication throughout history and across cultures.</p> <p>By taking this subject, students will improve their:</p> <ul style="list-style-type: none">- Knowledge of human nature, relations and development <p>Students will learn about human nature and how telling stories facilitates transmission of meaning through the study of personal storytelling. Students will learn theories about stories and storytelling from a range of perspectives, including anthropological, psychological, social and spiritual. This knowledge will be applied when students write and deliver their own stories in a variety of contexts.</p> <ul style="list-style-type: none">- Higher-order thinking (requiring students to exercise and demonstrate systematic, critical and creative thinking skills) <p>Students will deepen their understanding by analysing storytelling events through watching storytelling videos, watching classmates' performances. This will be aided by storyboard visual organisers. Students will learn how to evaluate classmates and offer critical and constructive feedback and coaching. Students will create and deliver original personal stories and offer meaningful responses and feedback to other classmates. Learning-to-learn activities from the EDC website will be incorporated into the activities, including: <i>Reflective learning journal</i> and <i>Learning review table</i> (to promote</p> |

self-regulated learning), *Personal learning goals plan* (to promote goal-setting), *For the Success of your Study: Section 6 – An excellent learning objective: Extended Ideas activities* (to promote deep learning).

- Life-long Learning (incorporating active enquiry and learning to learn activities)

Life-long learning will be achieved via active integration of learned knowledge with real-life experience. Students will reflect on their learning and achievement throughout the course, gaining confidence with their experience. Students' enhanced knowledge, skills and confidence in speaking and storytelling can benefit their life-long personal and professional development. Their improved speaking skills can promote their active citizenship as persuasive speakers about relevant social and community issues. Their competitiveness and employability in the job market will be enhanced, as these skills are directly applicable to job interviews as well as business presentations. These speaking and storytelling skills will help motivate students to engage more actively in various social, community, and business situations, enhancing their learning in all stages of life.

- Literacy

This course will enhance literacy skills of students by cultivating a deep interest in the power of storytelling for sharing one's knowledge, experiences, beliefs and values. While reading about story theory and ideas, and reading stories and watching them online, students will gain a greater realisation of their intellectual potential. Stories from various perspectives will be analysed and students are encouraged to watch many videos online, and find and watch their own storytelling videos. Students will learn new vocabulary by reading and watching stories. Writing and sharing original stories is a creative process which relies on integration of extensive reading and thought. Writing skills are promoted in the story planning process. Oral communication skills are developed as students share their stories throughout the course in tutorials and assessments.

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| <p>Intended Learning Outcomes (Note 1)</p> | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) Develop an appreciation of storytelling theory and practice, and hence acquire a more thorough understanding of its role in human development b) Demonstrate speaking skills for effective storytelling and communicating about ones' values, beliefs and experiences c) Adapt communication techniques according to audience, purpose and context d) Evaluate storytelling performances and give constructive feedback e) Communicate effectively about their storytelling experiences and development of speaking skills |
| <p>Subject Synopsis/ Indicative Syllabus (Note 2)</p> | <p><u>Subject Synopsis:</u> Stories are recognizable patterns through which humanity finds meaning, makes sense of our world and our place in it, and communicates that understanding with others. Oral narrative is pervasive across cultures, within conversations, negotiations, and many other speaking situations. The analysis of personal narratives reveals how people bring meaning and coherence to their lives.</p> <p>While the study of storytelling offers a deeper understanding of human nature and one's place in the world, the practice of storytelling develops oral and interpersonal communication skills. A well-told story offers narratives, vivid images and an emotional connection which connect the speaker and listener. Through this channel, the speaker can effectively convey their attitudes and values, share their life experiences, and inspire and motivate others. The art of storytelling involves subtly conveying messages and can creating a lasting influence and impression on the listener. The theoretical appreciation of storytelling, and the speaking skills related to a story's delivery, are useful in many contexts including personal interaction, academic presentations, job interviews, business pitches, and public speaking.</p> <p>This course also addresses public speaking, considered a difficult act when done in one's own language; public speaking in a second language adds more levels of challenge. Like any skill, speaking can be improved with focused practice, feedback and reflection. Reflection and feedback are important aspects of life-long learning which are also embedded in this course.</p> |

The syllabus includes the following aspects:

Storytelling theory and development:

Introduction to personal storytelling across cultures; storytelling theory from several perspectives, including anthropological (Joseph Campbell myths; *The Hero's Journey*; oral traditions in indigenous cultures), psychological and spiritual (Carl Jung's theory of archetypes, as universal, archaic patterns and images that derive from the collective unconscious, such as The Explorer, The Creator, The Innocent, etc.) and social (stories as pedagogical tools for learning life lessons/morals). Narrative structure, Story visual organizers. Story content development.

Storytelling in Various Contexts:

The genre approach to communicative events – developing an awareness of audience, purpose, and context and adapting the content and delivery for these purposes. The role of storytelling in social, academic, business and public contexts will be explored; students will create, adapt, and perform their stories for these different contexts.

Delivery and Speaking:

Throughout the course, students will learn various aspects of effective delivery in relation to oral storytelling. These delivery aspects include elements of voice control, such as projection, pace, intonation and diction. Body language skills will be learned, including posture, eye contact, and gesture. These skills will be practiced with peers and in small groups; videos can be made and shared to demonstrate progress made with improvement in these areas. Furthermore, repetitious practice of storytelling will demonstrate its power in aiding fluency.

Throughout the semester during tutorials, students will practice storytelling-related speaking and get feedback from classmates and the instructor. These speaking tasks will be scaffolded and become more complex as the semester develops, aiding the students' progression and learning. Some speaking tasks will be prepared before class, others prepared in class, and some will be done with limited preparation or impromptu, allowing students to experience and grow from a wide range of experiences. The speaking tasks will include: self-introductions, crafting and sharing personal anecdotes, adapting a story to another context, stories about one's experiences, stories about one's values, storytelling in academic presentations and contexts, metaphors as tools for effective business

communication, job interview role play, business pitch role play, and public speaking.

Feedback and Reflective Practice:

Students will learn principles of effective feedback, and give and receive feedback from peers, and sometimes the instructor, on their storytelling consistently through the semester. Feedback will be given in various forms, including filling out instant peer response worksheets and posting responses online. The instructor will offer feedback periodically using the same methods. Furthermore, students will be taught the process of reflection which they will apply to their many storytelling experiences. Throughout the semester, students will craft and deliver stories, receive feedback, and then reflect on these experiences in a continuous cycle, optimizing their learning.

Indicative Syllabus:

Lecture Weeks 1-3 – Introduction to Storytelling and Reflective Practice

Introduction to personal storytelling across cultures; storytelling theory. (Gottschall, 2012; Hartman & Zimberoff, 2009; Iseke, 2013; Ransome & Gavin, 2010)

Reflective practice and feedback (Brockbank & Ebrary, 2012; Hattie & Timperley, 2009; Ryan, 2015).

Tutorials Weeks 1 – 3: Body language activities with feedback; self-introductions; sharing short anecdotes

Lecture Weeks 4-6 – Creating Stories and Genre Awareness

Narrative structure, Story visual organizers. Story content development (Butler, 2003; Kearney, 2006).

The genre approach to communicative events – developing an awareness of audience, purpose, and context and adapting the content and delivery for these purposes (Hyland, 2018; Lakoff & Johnson, 2008) The role of storytelling in social (Bruner, 2004; Kearney, 2006; Parfitt, 2014) and academic contexts (Hyland, 2018).

Tutorials Weeks 4-6: Voice control activities with feedback; sharing personal stories; coaching classmates.

Week 7: Assessment 1, Live storytelling

Students perform a personal story (4-6 minutes) on a topic of their choice. The purpose of the story is chosen from those covered in course lectures and tutorials, including the following: communicating who you are, transmitting personal values, or sharing knowledge. The story applies narrative theory with a clear beginning, middle and end (i.e. hook, set-up, rising action in the form of conflict with possible complications and twist, climax, and an ending resolution). Choice of language should include appropriate emotional language to express the speaker's attitude and engage the listener, concrete language to develop plot and character, as well as phrases to highlight story transitions. Students will demonstrate appropriate body language (e.g. movement, gestures, expression and eye contact) and voice control (e.g. intonation, pace, pausing, rhythm).

Lecture Weeks 8 – 10 – Shifting Contexts: Storytelling in Life

Adapting storytelling to business contexts, including job interviews. Using anecdotes and metaphors for business communication. Applying Ethos, Pathos and Logos and persuasive speaking (Coopman & Lull, 2014; Simmons, 2006)

Tutorials Weeks 8 – 10: Job interview speaking activities; impromptu speaking activities; pronunciation; feedback.

Lecture Weeks 11 – 13: Public speaking and storytelling

Inspirational storytelling and public speaking (Ganz, 2009; Grisham, 2006); modern forms of storytelling, including TED talks (Leopold, 2016). Reflective writing awareness and strategies (Ryan, 2015).

Tutorials Weeks 11 – 13: Public speaking and "soap box" forum activities; pronunciation; coaching and feedback.

Week 12: Assessment 2, Video and Self-evaluation due. Students submit a storytelling video and self-evaluation of their story and speaking performance.

Week 13: Assessment 3, Reflective essay (1500 words) due. Students reflect on their learning experience and progress made over the course.

| <p>Teaching/ Learning Methodology <i>(Note 3)</i></p> | <p>Reflective practice: Students will experience articulating their own narrative, evaluating the performance of themselves and classmates, and providing peer feedback. Learning journals will enable students to reflect on their experiences and develop a deeper understanding and appreciation of effective communication in the context of storytelling.</p> <p>Kolb’s Experiential Learning: Through active performance and coaching of storytelling, students will apply theories and techniques related to narrative structure, body language and voice, among others. Reflecting on these experiences will allow students to gain a deeper appreciation and ability to communicate effectively through storytelling. Through a continuous process of active experimentation and reflection, students can make visible improvements in their communication skills over the semester.</p> <p>Genre theory: Through lecture, analysis and discussion, students will gain a deeper awareness audience, purpose and context and its role in communication. By learning the genre approach, students will be flexible in adapting to a variety of contexts, both personal and career.</p> <p>Feedback and response: By learning and applying theories of effective feedback and response such as the “feedback sandwich”, students will obtain a skill which is valuable in many contexts, from educational to work. By understanding how to both give and receive productive feedback, students are empowered to be more active and capable life-long learners.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p> | <table border="1"> <thead> <tr> <th data-bbox="410 1220 745 1381" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="745 1220 902 1381" rowspan="2">% weighting</th> <th colspan="6" data-bbox="902 1220 1432 1381">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="902 1381 987 1451">a</th> <th data-bbox="987 1381 1071 1451">b</th> <th data-bbox="1071 1381 1156 1451">c</th> <th data-bbox="1156 1381 1240 1451">d</th> <th data-bbox="1240 1381 1325 1451">e</th> <th data-bbox="1325 1381 1432 1451"></th> </tr> </thead> <tbody> <tr> <td data-bbox="410 1451 745 1570">1- Live oral storytelling</td> <td data-bbox="745 1451 902 1570">20%</td> <td data-bbox="902 1451 987 1570">v</td> <td data-bbox="987 1451 1071 1570">v</td> <td data-bbox="1071 1451 1156 1570">v</td> <td data-bbox="1156 1451 1240 1570"></td> <td data-bbox="1240 1451 1325 1570"></td> <td data-bbox="1325 1451 1432 1570"></td> </tr> <tr> <td data-bbox="410 1570 745 1730">2- Oral storytelling video (40%) and self-evaluation (10%)</td> <td data-bbox="745 1570 902 1730">50%</td> <td data-bbox="902 1570 987 1730">V</td> <td data-bbox="987 1570 1071 1730">V</td> <td data-bbox="1071 1570 1156 1730">V</td> <td data-bbox="1156 1570 1240 1730">V</td> <td data-bbox="1240 1570 1325 1730">V</td> <td data-bbox="1325 1570 1432 1730"></td> </tr> <tr> <td data-bbox="410 1730 745 1808">3 - Reflective essay</td> <td data-bbox="745 1730 902 1808">30%</td> <td data-bbox="902 1730 987 1808">V</td> <td data-bbox="987 1730 1071 1808"></td> <td data-bbox="1071 1730 1156 1808"></td> <td data-bbox="1156 1730 1240 1808">V</td> <td data-bbox="1240 1730 1325 1808">V</td> <td data-bbox="1325 1730 1432 1808"></td> </tr> <tr> <td data-bbox="410 1808 745 1879">Total</td> <td data-bbox="745 1808 902 1879">100 %</td> <td colspan="6" data-bbox="902 1808 1432 1879"></td> </tr> </tbody> </table> | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | | 1- Live oral storytelling | 20% | v | v | v | | | | 2- Oral storytelling video (40%) and self-evaluation (10%) | 50% | V | V | V | V | V | | 3 - Reflective essay | 30% | V | | | V | V | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1- Live oral storytelling | 20% | v | v | v | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2- Oral storytelling video (40%) and self-evaluation (10%) | 50% | V | V | V | V | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 - Reflective essay | 30% | V | | | V | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1 The live storytelling assesses a) students’ understanding of narrative theory and structure and b) adaptation of their story to a particular context. Students’ delivery skills c) are evaluated. 2 The video storytelling assesses a) students’ understanding of narrative theory and structure and b) adaptation of their story to a particular context. Students’ delivery skills c) are evaluated. The self-evaluation of the storytelling video assesses a) students’ understanding of storytelling theory as they must justify their process of creating the story, d) their ability to critically evaluate their story and delivery, and e) the students’ ability to explain how theory and skills were applied to the process of creating their story. 3 The reflective essay evaluates a) students’ understanding of narrative theory and structure and their application of it in their practice, d) their ability to critically self-evaluate their storytelling experiences and performances, and e) their ability to communicate about their learning experience in the semester related to applying theories to their storytelling experiences and developing their speaking and delivery skills. | |
| Student Study Effort Expected | Class contact: | |
| | <ul style="list-style-type: none"> ▪ Lecture | 13 Hrs. |
| | <ul style="list-style-type: none"> ▪ Tutorials | 26 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Watching story videos, giving feedback, reflection | 26 Hrs. |
| | <ul style="list-style-type: none"> ▪ Creating and practicing stories | 26 Hrs. |
| | <ul style="list-style-type: none"> ▪ Self-study | 26 Hrs. |
| | Total student study effort | 117 Hrs. |

**Reading List
and
References**

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Feedback and Reflective Practice:

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| | White, E. (2009). Student perspectives of peer assessment for learning in a public speaking course. <i>Asian EFL Journal</i> , 33(1), 1-36. |
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