

READ5830-050 STORYTELLING INSTITUTE

BILL HARLEY

TOPIC: THE STORYTELLER AND THE ART OF PERFORMANCE

JUNE 11-14, 2009

SYLLABUS

Instructor of record: Saundra Kelley
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CATALOG DESCRIPTION: This course is designed to develop and refine the student's ability as a storyteller.

OVERALL COURSE OBJECTIVE: This class will use group and solo improvisation and theater exercises, readings, and video, to foster an understanding of the special relationship between the performer and the audience. Special emphasis will be placed on understanding the different roles the storyteller takes during a performance.

SPECIFIC COURSE OBJECTIVES: Storytellers are performance artists who use skills they have developed over the years to communicate with their audiences. Whether it be singing or playing music, dance, juggling balls, chainsaws . . . or using their words, storytellers use those tools to communicate – it is the art of performance.

- Foster an understanding of the special relationship between the performer and the audience.
- Examine the different roles the storyteller takes/assumes during a performance.

REQUIREMENTS:

- Prepare at least two stories that are no longer than 10 minutes in length to be used either at the request of the Institute Leader, for peer coaching, or for telling at the Olio and picnic
- Be prepared to experiment with new approaches to storytelling as performance art
- Attendance and prompt arrival are necessary at all times due to the short time frame in which we have to work.

ASSIGNMENTS:

One round of informal peer coaching/telling	50 points
Participation	100 points
Reflective Journal	100 points
Final paper	<u>150</u> points
	400 total points

GRADING SCALE: A = 380 – 400, A- = 360 – 379, B+ = 348 – 359, B = 332 – 347, B- = 320 – 331, C+ = 308 – 319, F = 307 and below.

Reflective Journal-

Introspection

This writing explores moments in the workshop of personal growth and awareness. Students will keep a running commentary in journal form. After each session students are encouraged to reflect upon the material explored in the workshop and write about personal insights, surprises, challenges, and growth.

A photocopy of the journal may be mailed to the instructor or an electronic version emailed. If emailed, the subject should read **ETSU Journal**. The Reflective Journal is due no later than August 1, 2009

Reflective Essay- Application

This essay transforms personal reflections on the experiences and skills obtained through the workshop into explorations on their application in repertoire development, educational curriculum goals in a school setting or in public performance.

In a 4 – 6 page essay, students will describe specific ways in which any aspect of the weekend’s material could be utilized in the context of their own professional practice. The essay should reflect an awareness of the social context of storytelling; how language choice and story selection impacts listeners.

Requirements for the essay:

1. 4-6 pages, typed, double-spaced, page numbers bottom right or bottom center
2. Free of errors of grammar and spelling
3. Additional cover page with title, author’s name, and course/section number of class
4. 12-point type, Times New Roman or Courier font. Top and bottom margins no more than 1” and left/right margins no wider than 1.25.
5. The essay can be mailed to the instructor or sent as a Word document attachment. If Emailed, the subject should read ETSU Essay. The Reflective Essay is due no later than August 1, 2009.