



THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE (SLIS)

Graduate Syllabus
LSC 559/631 Storytelling
Spring 2010

3 Credit Hours
No Prerequisites

Location:

CUA Campus, Pangborn Hall, Room G024; a trip to the CUA Archives, events to be held in the Information Commons, and events off-campus are also planned on the course schedule.

Days/Times:

Thursdays, 6:35pm – 9:05pm

Instructor Contact Information:

Dr. Mary Edsall Choquette, Assistant Professor

247 Marist Hall

Phone 202-319-6277; cell 215-880-0119

E-mail: Edsall@cua.edu

Office Hours: Thursdays 1:00pm – 3:00pm or by appointment

Phone or email questions also welcome.

Course Description

LSC/CLSC 559/631, “Storytelling,” will explore several forms and genres of narrative or “story,” such as tale, myth, and legend as media for creating, collecting, preserving, and providing access to cultural heritage information. It will examine culturally diverse content within a variety of media, including books, graphic novels, comics, oral histories, still and moving images, performance representations, manuscripts, video games, and juvenile literature. The course will address how information managers use stories in knowledge management, organization of knowledge in multi-format materials, library administration, public programming, and qualitative research, as well as identifying the role of personal story in professional development. It will discuss the ethical issues of storytelling in providing access to cultural heritage documentation. Through in-class performance and out-of-class project work, students will demonstrate how stories are used in various information service environments including: libraries, archives, museums, school media centers, and other community organizations and cultural institutions.

Instructional Methods

Seminar: lecture/discussion/experience

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Articulate an understanding of the role of story and narrative in knowledge management.
2. Articulate an understanding of the role of story and narrative in qualitative research.
2. Locate narrative content in a variety of knowledge media.

3. Demonstrate proficiency in identifying and performing appropriate story media for juvenile library clientele.
4. Discuss ethics, policies and procedures for the collection management and organization of story media in information service environments.
5. Capitalize on personal story in developing professional identity.

SLIS Program Objectives Addressed:

- Are skilled in organizing, disseminating, managing, preserving information;
- Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
- Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
- Are capable of serving information seekers in a global society;
- Appreciate education and service as integral to the role of the information professional in society;
- Interpret and apply research results from library and information science and related fields;
- Articulate the economic, political, cultural, and social importance of the information profession;
- Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

**American Library Association/Association of College and Research Libraries (ALA/ACRL)
Guidelines for Media Resources in Academic Libraries
Competencies Addressed:**

5.2 Specialized media-related reference services, supported by appropriate print and electronic reference sources, should be available to assist the students, faculty, and staff in meeting their instructional, informational, and research needs.

5.5 Instruction programs should incorporate the use of media resources as information sources for instruction and research.

6.0 The media resources program should make available an organized collection of materials and information in diverse formats

6.4 Digital media should receive the same kind of attention regarding selection, acquisition, and access as traditional media items.

6.6 Libraries should develop procedures to address media resources for dying and obsolete formats, in order to preserve access to content that is jeopardized by changing technologies.

7.1 Media resources should be available in a variety of playback situations, including a mixture of individual, small group, and large group viewing facilities.

**American Library Association/Association for Library Services to Children (ALA/ALSC)
Competencies Addressed:**

Standard One: The information literate student determines the nature and extent of the information needed.

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

VI. Programming Skills

1. Designs, promotes, presents, and evaluates a variety of programs for children of all ages, based on their developmental needs and interests and the goals of the library.
2. Identifies and utilizes skilled resource people to present programs and information.
3. Provides library outreach programs which meet community needs and library goals and objectives.
4. Establishes programs and services for parents, individuals and agencies providing childcare, and other professionals in the community who work with children.
5. Promotes library programs and services to underserved children and families.

Required Text

Denning, Stephen. *Squirrel Inc.: A Fable of Leadership through Storytelling*. Jossey-Bass. (2004.) ISBN-10: 0787973718; ISBN-13: 978-0787973711. Available in the CUA Bookstore and online through Amazon or Barnes and Noble.

Recommended Readings

Clandinin, D. Jean & F. Michael Connelly. *Narrative inquiry: Experience and Story in Qualitative Research*. San Francisco: John Wiley & Sons, 2000.

Crumb, R. *The Book of Genesis/Illustrated by R. Crumb*. New York: W.W. Norton & Company. 2009.

Czarniawska, Barbara. *Narrating the Organization: Dramas of Institutional Identity*. Chicago: University of Chicago Press, 1997.

Gabriel, Yannis. *Storytelling in Organizations: Facts, Fictions, and Fantasies*. Oxford: Oxford University Press, 2000.

Additional Readings

Students are encouraged to investigate sources on their own and bring additional sources and found ideas into class discussions.

Style Manual

The Chicago Manual of Style. 2006. Chicago: University of Chicago.

This is an accepted style manual for use in research in the arts and humanities. Students are not required to purchase this volume, but must adhere to these guidelines in preparing all written assignments. Additionally, all written assignments must contain a title page as outlined in the manual. Written assignments must have a professional appearance and not be handwritten. Any written assignment of more than one page must be securely fastened together with a staple or other paper fastener.

Internet Sites

Students are encouraged (but not required) to visit as many web sites related to storytelling as possible to develop a comparing/contrasting viewpoint for discussion purposes.

Required Technologies:

Capabilities Required for Course Delivery and Student Participation:

Blackboard; standard CUA software; CUA library and information system accounts; high-speed Internet access; audio and video playback equipment, such as an MP3 player and a DVD player.

Blackboard is available at: <http://bb.cua.edu>

Course Requirements

Assignments and Projects

Class Participation, 25%

Children's Book Performance, 15%

Gaming in Libraries Project, 10%

Knowledge Management/Personal Story Project, 50%

Class Participation and Protocol (25%)

Attendance: Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions and other events, on and off campus, as scheduled. Participation is primary to the context of this course.

Late work: Late work will not be accepted except by prior arrangement.

Arrive on time: Chronic lateness can negatively affect class participation grades.

Behave respectfully: Students are expected to behave respectfully while in class. Participation grades will reflect a student's maturity level and professionalism, and whether the student actively participates in class discussions.

Appropriate Dress: When visiting public and private institutions, students are expected to dress in attire appropriate to attending a professional meeting or conference.

No phone calls during class: Turn off or silence cell phones and pagers, etc. Students leaving the room for calls are not allowed to return to that class session. This especially important to adhere to when we are at public events.

No grade discussions in class: Instructor will not discuss grades in class. Questions with regard to assignments will be discussed only before or after class, if time allows, or during office hours. Please consult the syllabus before asking questions about the course requirements.

Written Work Products

Children's Book Performance, 15%: TBA

Gaming in Libraries Project, 10%: TBA

Knowledge Management/Personal Story Project, 50%: TBA

Due Dates

January 28: Library Article Narrative Analysis due for in-class discussion only

April 1, 8: Children's Book In-Class Performances

April 8: Gaming in Libraries Project

April 15: Class presentation of Wikipedia entry on *The Holy Grail*

April 9: Knowledge Management/Personal Story Project Presentations

May 6: Knowledge Management/Personal Story Projects Due

Assessment

Course Grades

Course grade will be based on the percentages listed above using an A-F scale.

University Grades

The University grading system is available at

<http://policies.cua.edu/academicundergrad//gradesfull.cfm#ii> for undergraduates and

<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>

Extra-curricular Activities

One objective of the course is to become familiar with the field of special collections, the nature and diversity of careers in this field, and the structure of the professions. Therefore, students are encouraged to participate in extra-curricular activities that will augment information presented in the class. Possible extra curricular activities include:

Participating in listserv discussions in the field of storytelling

Attending lectures and discussion on storytelling topics within the DC area.

Exploring Web based resources. These are numerous relative resources available on the Web and Web 2.0, and new information will certainly emerge during the course of the semester. The Web is also a tremendous resource for current events reporting on storytelling related events.

Additional opportunities/activities/resources will be announced in class as they come to my attention.

Another objective of the course is to understand how storytelling relates to other aspects of information management and other information professions. Therefore, students are encouraged to raise related issues from other courses they are taking in class discussions.

Expectations and Policies

Academic honesty:

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at:
<http://policies.cua.edu/academicundergrad/integrity.cfm>

Campus Resources for Student Support

Accommodations for Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website:

<http://disabilitysupport.cua.edu>

CUA Libraries

<http://libraries.cua.edu/welcome.html>

CUA Writing Center

<http://english.cua.edu/wc/>

Campus Safety

Emergency Number: 202-319-5111

<http://www.cua.edu/safety/>

CUA Counseling Center

<http://counseling.cua.edu/>

SCHEDULE OF CLASSES
Subject to Revision

- January 14** *****CLASS CANCELED*****
Reading Assignment: Stephen Denning, *Squirrel, Inc.* All chapters.
- January 21** *****COURSE INTRODUCTION*****
*****STORY IN KNOWLEDGE MANAGEMENT*****
*** **LIBRARY ARTICLE NARRATIVE ANALYSIS ASSIGNED** ***
Grimm's Fairy Tales In-class Reading: "The Riddle," & "A Tale with a Riddle."
"Stories in Library Environments Discussion"
Discussion of Stephen Denning, *Squirrel, Inc.*
- January 28** *****STORY AND NARRATIVE IN QUALITATIVE RESEARCH*****
Grimm's Fairy Tales In-class Reading: "The Cat and Mouse in Partnership."
"Locating the Self; Locating Narrative in Research"
*****LIBRARY ARTICLE NARRATIVE ANALYSIS DUE FOR IN-CLASS DISCUSSION ONLY*****
- February 4** *****STORY AND NARRATIVE IN LIVE PERFORMANCE** ***
*****MEETING IN INFORMATION COMMOMNS, MARIST HALL*****
Grimm's Fairy Tales In-class Reading: "Brother Frolick."
Guest Lecture/Demonstration: Karen Bradley, MA, CMA, Associate Professor, University of Maryland Department of Dance, and playwright, with CUA professor, Marietta Hedges, of the work, *FEAR UP: Stories from Baghdad and Guantanamo*.
- February 11** *****JUVENILE LITERATURE AND BIBLIOTHERAPY** ***
*****MEETING IN INFORMATION COMMOMNS, MARIST HALL*****
Grimm's Fairy Tales In-class Reading: "The Two Travelers."
Guest Lecture/Demonstration on "Children's Storytelling": Elementary School Librarian and SLIS Alumna, Megan Reynolds, Arlington County Public Schools.
*****CHILDREN'S BOOK PERFORMANCE ASSIGNED*****
- February 18** *****NARRATIVE IN SHORT FICTION AND GRAPHIC NOVELS*****
Grimm's Fairy Tales In-class Reading: "The Fisherman and His Wife."
"Story in Short Fiction; Self-Publishing and Publishing on the Web": Guest Author Lecture and Reading: Sharon von Bergener, author of the short story compilations, *Red Hairings and The Prose of Sharon*.
"Story in Illustration": Guest Artist Lecture on *The Book of Genesis Illustrated by R. Crumb*, Chapter: "The Tower of Babel." Scott von Bergener, artist and illustrator.
- February 25** *****STORY AND NARRATIVE ON FILM*****
*****MEETING IN INFORMATION COMMOMNS, MARIST HALL*****
Grimm's Fairy Tales In-class Reading: "The White Snake."
"Narrative Structure, Story, and Legend in Moving Images on Film and Video"
In-class viewing: Monty Python's, *The Holy Grail*.
Discussion of class edit of the Wikipedia entry for *The Holy Grail*, using Blackboard as a discussion forum and writing space.

- March 4** *****NARRATIVE STRUCTURE OF GAMES AND GAMING IN LIBRARIES*****
*****MEETING IN INFORMATION COMMOMNS, MARIST HALL*****
Grimm's Fairy Tales In-class Reading: "Gambling Hansel."
"Gaming in Libraries-Narrative Gaming Experience" and "Gaming in Libraries—Social Game Experiences," YouTube video presentations by Dr. Scott Nicholson, Associate Professor, Syracuse University, School of Information Studies.
***** GAMING IN LIBRARIES PROJECT ASSIGNED*****
- March 11** *****NO CLASS—SPRING RECESS*****
- March 18** *****CHILDREN'S BOOK IN-CLASS PERFORMANCE**
- March 25** *****CHILDREN'S BOOK IN-CLASS PERFORMANCE*****
- April 1** *****NO CLASS--EASTER RECESS BEGINS*****
- April 8** *****FIELD TRIP to the CUA ARCHIVES*****
*****STORY AND NARRATIVE IN COMICS*****
Grimm's Fairy Tales In-class Reading: "The Golden Bird."
Comic books discussion—Nelson Mandela Archives comics and the Catholic University, "Treasure Chest," comic book collection in the CUA Archives.
*****GAMING IN LIBRARIES PROJECT DUE*****
- April 15** *****PERSONAL STORY AND PROFESSIONAL IDENTITY*****
Grimm's Fairy Tales In-class Reading: "The Blue Light."
"Biography/Autobiography Lecture; In-Class Biography Practicum"
"Evaluation—Stories of Lives, Lives of Stories"
Edit of the Wikipedia entry for Monty Python's, *The Holy Grail*, due for in-class presentation.
- April 22** *****LIBRARY GAMING EVENT IN THE MULLEN LIBRARY *****
- April 29** *****KNOWLEDGE MANAGEMENT/PERSONAL STORY PROJECT PRESENTATIONS*****
*****MEETING IN INFORMATION COMMOMNS, MARIST HALL*****
- May6** *****KNOWLEDGE MANAGEMENT/PERSONAL STORY PROJECTS DUE*****
By 5:00pm, in my office, mailbox, or digital dropbox, depending on the media format of the project.