



University of  
New Haven

## *Storytelling as a Skill*

### SECTION I: Course Overview

**UNH Course Number:** COM360

**Subject Areas:** Literature, Oratory, Communication

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Credits:** 3

### COURSE DESCRIPTION

The ability to tell stories is an asset. This course seeks to help students find the pleasure of storytelling and apply it to all aspects of their lifestyle, both professional and personal. Students will engage and apply themes, lessons, and stories to their experience in Madrid and at home. This course will also work on practical activities that will prepare students to articulate their own story. Throughout the term, students will gain knowledge in the history of storytelling, the fundamental aspects of narration, and engage in practical training to elaborate and transmit a personal narrative.

### LEARNING OBJECTIVES

- Analyze the themes and messaging of a story
- Articulate a coherent narrative
- Construct narratives that emotionally connect with an audience

### SECTION II: Instructor & Course Details

#### INSTRUCTOR DETAILS

Name:	Ana Heredero García
Contact Information:	<a href="mailto:aheredero@nebrija.es">aheredero@nebrija.es</a>
Term:	Semester

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Engagement</b>	<b>20%</b>
<b>Midterm Presentation</b>	<b>30%</b>
<b>Debate</b>	<b>20%</b>
<b>Final Presentation</b>	<b>30%</b>

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Engagement (20%):** Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

**Midterm (30%) & Final Presentation (30%):** The midterm and final presentations are designed to establish and communicate to students the progress students are making towards meeting the course learning objectives listed above. Both exams will include a literature analysis as well as a short essay.

**Debate (20%):** Each group will research a topic given by the teacher and related to the world of storytelling. Students will then prepare logical arguments (for and against) based on the assigned topic. The instructor will tell the students which view they will defend. These groups will work together throughout the semester to ensure both the affirmative and the opposing views are represented and understood.

## ACTIVE LEARNING

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

- Finding the stories the city of Madrid tells us (these activities are in the course calendar).
- Activities to be confirmed in collaboration with Nebrija Writing Center.

Additional experiential learning activities will be suggested by the instructor.

## REQUIRED READINGS

Reading assignments for this course will come from the required textbook, the selected readings listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

### **Required books:**

- Achebe, C. (2006). *Things Fall Apart*. Penguin Classics.
- Baricco, A., & Waldman, G. (2000). *Silk*. Vintage Books.

- Jackson, S. (2009). *We have always lived in the castle*. Penguin Classics
- Swift, Jonathan, 1667-1745. (1997). *A modest proposal*. Champaign, Ill. :Project Gutenberg,
- Le Guin, Ursula (1973). *The Ones Who Walk Away from Omelas*. The Wind's Twelve Quarters. New York: Harpers, 1975: 275-84.

### **Recommended readings:**

- Pullman, P. (2017). *Daemon Voices. Essays on Storytelling*. New York, Vintage Books, A Division of Penguin Random House LLC.
- Hofstede, G. (2010). *Cultures and Organizations: Software of the Mind, Third Edition: Intercultural Cooperation and Its Importance for Survival*. McGraw Hill.
- Hofstede, G. (2002). *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Intercultural Press.
- Goodenough, W.H. (1957). Cultural Anthropology and Linguistics. *Georgetown University Monograph Series on Language and Linguistics, 9*, pp. 167-173.
- Kramsch, C. (2000), *Language and culture*. Oxford University Press.
- Flores, A. (2016). *Manual Comunicación desde la PNL*. ICB.

## **Key Resources**

In order to ensure you success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Online Classroom – Canvas:** Canvas is the official LMS of CEA CAPA. Students should check Canvas regularly for updates and deadlines about course material. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

**COURSE CALENDAR**  
*Storytelling as a Skill*

Session	Topic	Activity	Assignments & Readings
1	Course Presentation Storytelling Introduction	Presentation Syllabus Overview Lecture & Discussion	The Words of Robert McKee
2	Narrative Essay	Lecture & Discussion Essay exercise: The timeline	Write Your Story  Begin Reading <i>Things Fall Apart</i> for Book Club I
3	The Power of Words: Narration and Advertisement	Lecture & Discussion	Deconstruct an AD
4	The Power of Words: Narration and Advertisement	Presentations	Watch <i>Top Ten Writing Rules From Famous Writers</i>  What's your favorite quote?
5	Argumentation: Definition and Strategies	Argumentation in Literature: Reading of Fragments	Reading of <i>A Modest Proposal</i> by Jonathan Swift
6	Argumentation: Definition and Strategies	Discussion of <i>A Modest Proposal</i>	Think of a scene where characters persuade

		Argumentation in Cinema: Watching of Scenes	
7	Book Club 1	Discussion of <i>Things Fall Apart</i> by Chinua Achebe	Watch <i>The Danger of a Single Story</i> by Chimamanda Ngozi Adichie
8	The Power of Mental Images	Lecture & Discussion	Activity for Visual Thinking
9	Persuasion through Images	Practice How to Sell Products and Ideas	Prepare for a Meeting: Why you / your idea?
10	Persuasion through Images	Presentations and Peer Review	Rewriting of Presentation's Script
11	The Debate	Reading of <i>The Ones Who Walk Away from Omelas</i> by Ursula K. Le Guin	Research for the debate
12	The Debate	In-Class Debate	Get ready for midterm presentations
13	Studying the Audience	Activity for Audience Analysis How to choose your arguments	Think of questions about your midterm presentation for in-class discussion  Begin Reading <i>Silk</i> for Book Club II
14	Studying the Audience	Activity for Audience Analysis Preparation for Midterm Presentation	
15	<b>MIDTERM PRESENTATIONS: Why you / your idea? Tell a story and persuade us</b>		

16	Owning Your Language: We Need Words to Tell Stories	Description of Actions Stories through Paintings	Write an action in slow motion
17	Book Club 2	Discussion of <i>Silk</i> by Alessandro Baricco	Look for the hidden stories in Prado Museum
18	Nonverbal Communication and Voice	Practical Activities	Spanish gestures Begin Reading <i>We always lived in the castle</i> for Book Club III
19	Improvisation	Practical Activities	Bring an object to class: Your classmates will have to create a story about this object
20	Explanation of Final Project: Tell a story	One image, one story	Write an outline for your final presentation
21	Book Club 3	Discussion of <i>We Have Always Lived in the Castle</i> by Shirley Jackson	Hidden Madrid
22	Storytelling and the Mind	Lecture & Discussion	Think of questions about your final presentation for in-class discussion
23	Preparation for Final Presentation	Peer Review	
24	<b>FINAL PRESENTATION</b>		
25	<b>Course Conclusion</b>		

## SECTION III: CEA CAPA Academic Policies and Standards

### ACADEMIC POLICIES

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.