

**LIS 685**  
**Traditional Literature and Oral Narration**  
**Spring, 2015**

Spring 2015: Meets Thursdays starting January 15, 2015 to May 15, 2015 5:00pm to 7:40pm Room: Hamilton Library 3G

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Office & Office hours: **By appointment only.** The instructor is not available on campus except during class hours. You are expected to contact her via email or by phone for questions and/or to make an appointment.

### **Course Description**

This course does not intend to make the student into a folklorist, rather it will introduce the student to notable works, names, and theories in the field of folklore study as a means of assisting the student to create a criteria for selecting superior as opposed to inferior translations and re-tellings of folklore for inclusion in a basic collection.

The course will introduce students to basic reference sources in this field, including several on Hawaii and the Pacific Islands.

This course will provide an introduction to the early traditions of oral narration (storytelling) around the world with special emphasis on the history of storytelling in libraries to provide the student with justifications for the inclusion of the art of storytelling in the school curriculum and in the program planning of public libraries.

The course will provide practical methodology for selecting, learning, and telling a story for classroom or public library performance.

This course will also examine some issues in storytelling such as copyright, public domain of material, cultural and ethnic sensitivity in adapting works from folklore, and other issues engendered from the student's readings.

**Prerequisite: None**

### **Student Learning Outcomes Addressed**

**SLO 1:** Understand, apply and articulate the history, philosophy, principles, ethics of library and information science and the related professions.

1a. Apply LIS theory and principals to diverse information contexts

1c. Develop and apply critical thinking skills in preparation for professional practice.

**SLO 2:** Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2c. Develop, manage, and assess information services for special users and communities

2d. Create instructional and outreach programs

2e. Demonstrate the ability to advocate effectively for information services

**SLO 3:** Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

3a. Demonstrate understanding of the processes by which information is created, evaluated, and disseminated

3c. Search, retrieve and synthesize information from a variety of systems and sources

**SLO 4:** Evaluate and use the latest information technologies, research findings and methods.

4c. Apply current research findings to professional practice.

**SLO 5:** Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

5b. Demonstrate understanding of the social and cultural context of information services and systems

5c. Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

### **Professional Expectations**

All students in the program are expected to become familiar with and adhere to the Professional Expectations policies found at

<http://www.hawaii.edu/lis/students/professional-expectations-notice/>

### **Course Objectives**

The student will be able to:

- Articulate knowledge of basic theories and reference sources in this field, including several on Hawaiian and Pacific Regional Folklore;
- Articulate critical thinking particularly in examining issues such as censorship, ethnic and cultural sensitivity to folk narratives, and the adaptation of folk material; selection criteria for traditional literature; and other concerns to the profession;
- Articulate and advocate for program justification, planning, implementation, and evaluation;
- Critically evaluate and communicate knowledge about research in the field of folklore and oral narration in an articulate and creative fashion
- Tell a story and apply principles of critique for storytelling performances as a means of promoting the reading of traditional literature and folklore in the classroom and in the library setting;
- Select, build, maintain, and defend a basic collection of folklore and traditional literature.

Evidence for these objectives will be documented through:

- Participation in class discussion and in performance critiques.
- Creation of response logs to readings and guest speakers
- Creation of a critically annotated bibliography on specific topics, themes, or cultural folk groups and their narratives.
- Creation of a written summary of specific folk group research identifying cultural markers and issues of cultural sensitivity.
- Creation of an essay that addresses issues of challenged material in the field of folklore preservation and/or oral narration advocacy.
- Design and implementation of a short program integrating the folk group research with a performance of oral narration (storytelling) that targets a specific audience.

### Teaching Philosophy and Method

In this course emphasis is on inquiry-driven learning and the practical application of theory to practice; therefore, in addition to traditional lectures the following strategies will be incorporated into the course:

- Interactive discussions
- Cooperative learning activities
- Reflective and analytical writing
- Creative and persuasive student presentations with peer and instructor feed back
- Guest speakers augmented by student or teacher-lead discussions

### Research Methods

While formal research methodologies are not part of the major assignments in this course, students focus on an important element that is crucial in literary research, i.e., the ability to critically analyze selected literature using multiple lenses including historical, social, cultural, and linguistic perspectives.

### Requirements

The Instructor as Adjunct Faculty is not on campus full time and so **cannot accept Incompletes (INC)** for this course. **All work must be completed on time as posted on the posted Course Schedule.**

### Course Text and Readings

#### REQUIRED TEXTS:

Greene, Ellin and Janice Del Negro. *Storytelling, Art & Technique*. 4th. edition, Santa Barbara, CA: Libraries Unlimited ABC CLIO/Greenwood Imprint, 2010.

Yolen, Jane. *Touch Magic: Fantasy, Faerie & Folklore in the Literature of Childhood*. Expanded ed. Little Rock : August House, 2000.

The texts are available from the UH Bookstore. Assigned readings from the texts are on the Course Schedule.

#### Additional required readings:

- Are listed on the Course Schedule and will be posted in the LIS 685 Laulima Course Homepage in RESOURCES.
- May be accessed in the University of Hawaii or Hawaii State Public Library System's online EBSCO periodical database.
- For your Oral and Written Presentation it is **STRONGLY** recommended you make use of the resources of the Hawaii State Public Library System as the University's mission does not encompass purchasing a large collection of folklore for children and for youth.

*To access the resources of the Hawaii State Public Library System:*

- Visit your nearest public library -- see <http://www.librarieshawaii.org> website for information on the locations, open hours, and to access the catalog and databases.
- To get a library card -Bring **identification with a local mailing address**
- Or if your identification does not include a correct and current local mailing address, **ALSO bring in an item with your current, correct, local mailing address** such as a utility bill with your name on it, a rent receipt, a postmarked and cancelled letter sent to you, etc.
- Allow at least a **WEEK** or more when placing a hold on a title you need for class. Reserving a book is free at the public library but fines are charged if you do not pick it up on time.

*If you are going to call upon a librarian in the public library system to assist you with your bibliographic resources or with your program presentation, please understand that they are very busy.*

- *Do call first and make an appointment.*
- *Allow the librarian at least a day to pull together the resources that you need.*

*If you just walk-in you will be probably competing with class visits, or reference desk duties. The librarian will not be able to assist you as fully as he/she would like.*

The course bibliography and bibliographies completed by the other members of the class are supplemental, though some of the materials may be examined during class.

Students are encouraged to use the LIS Laulima Course Homepage, email, and other technology to share their final bibliographies with the class.

Students are encouraged to make use of any or all bibliographic materials in the preparation of their oral and written presentations, as well as, in their response logs and essays.

**Assignments and Grading**

Participation in Class discussion & Critiques	20 points total	20%
Oral Presentation	25 points total	25%
Written Presentation and Bibliography	25 points total	25%
One Response Log	15 points total	15%
One Essay	15 points total	15%
Totals	100 points	100%

Letter Grades for the Course

A+ 97-100	B+ 87-90	C+ 77-80
A 94-96	B 84-86	C 74-76
A- 91-93	B- 81-83	C- 71-73

Due Dates

One point (1) will be deducted each day for late presentations and written assignments. If you miss class you are responsible for obtaining notes and handouts from classmates and the instructor. Points will be deducted if you are not present to hear the student presentations and subsequently are unable to hand-in a critique.

Full points will be awarded only if all participation requirements are met.

10 All assignments are handed in on time, frequent constructive contributions to class discussions, encouraging the participation of others in discussion, a satisfactory to outstanding completion of oral presentation(s) and full participation in a positive critique of other presentations. Perfect attendance

9 All assignments are handed in on time, frequent constructive contributions to class discussions, encouraging the participation of others in discussion, completion of oral presentation(s) and participation in a positive critique of other presentations. Perfect attendance.

8 All assignments are handed in, occasional constructive contributions to class discussions, completion of oral presentation(s) and participation in a positive

7 All assignments are handed in, contributing once or twice to class discussions, poorly prepared but completed oral presentation(s) and occasional participation in a positive critique of other presentations. Near perfect attendance.

6 Incomplete or unsatisfactory assignments are handed in, no contribution to class discussions, unexcused lateness or poorly prepared but completed oral presentation(s) and no participation in the critique of other presentations. Two absences.

0-5 Three or more absences, no contribution to discussions, incomplete or unsatisfactory assignments, incomplete or unsatisfactory oral presentations, and no participation in critique

#### Technology Requirements

- Post and respond to messages via email
- Send attachments
- Produce reports on PC or MAC word processing programs
- Use various databases including library online catalogs for the University of Hawaii and for the Hawaii State Public Library System and their shared databases for periodical research
- Access Internet and search for online information

This course requires you to use a computer to produce all of the written assignments. PCs and MACs are available in the LIS and UH computer labs, but you must bring your own paper to print. If you have a computer, email access, and modem at home, obtain a handout for remote access to the Hamilton Library Information Desk or to the Hawaii State Public Library System.

#### Expectations and Assignments:

**I. 20% of the grade will be determined by a student's participation in class discussions and in critique**

#### Objectives:

- To exchange perceptions, interpretations, and questions about materials read.
- To develop a standard of critique to evaluate storytelling performances in the library.

#### Tasks:

- Students are required to participate in the general discussions of issues in class. In order to promote thoughtful consideration of the issues, students are expected to have read through their assignments in advance and to discuss the readings without flipping through the articles looking for the text. They may, however, tag relevant or meaningful points in the text during their reading and may refer to the marked text during discussion.
- Students are required to critique fellow classmates' oral presentations. For the student presentations, a critique form is included AT THE END of this syllabus. Fellow students will take notes and make positive constructive observations on folder paper using the critique form as a guide for each presenter.
- These notes:
  - will be signed

- turned in to the instructor who will read them.
- be given points for each critique “turned in” not for content.
- and collated for the presenter to keep.

Extra Credit may be earned for excused absences and/or for critiques missed -- by attending one or more professional or library storytelling event(s) and turning in a written critique of a storyteller for each in-class critique missed. Some of the Spring storytelling events on Oahu will be posted in class.

Criteria for Assessment:

- Demonstrate familiarity with the works read and ability to summarize ideas and personal perceptions in ongoing discussion in the classroom setting.
- Demonstrate ability to analytically observe an oral narration presentation and to provide positive and helpful feedback in the context of basic oral narration methodology and skills.

### Expectations and Assignments Continued

#### II. 25% of the grade will be determined by an Oral presentation

Each student will be required to do one (minimum 20-30 minute) oral presentation which will include a prepared storytelling piece identified for lower or for upper elementary or for secondary or for adult audiences. This oral presentation will be accompanied by a written summary and annotated bibliography as described below:

Objective:

- To effectively promote resources from the folk traditions, to examine cultural markers from the folk traditions and to apply the principals of basic oral narration.

Task:

- To design and deliver a minimum of a 30 to 45 minute presentation which will include a memorized story to be told in any oral narration style of your choice and an introduction to the folk traditions from which the story is taken.
- Oral Presentation Content:
- Select a "folk" group for your presentation. Your choice of "folk" group should be turned in by the second week of class. Should there be two with the same selection we will decide together how to break the tie!
- Research your folk group and find a story to tell from its traditions.
- Introduce your story by summarizing its origins, cultural markers, and indicate the type of story and/or any significant motifs that are contained within it.
- Include a brief statement about your recommendations for use (age/group, collection, program planning).
- This is an oral presentation you should **not** be reading from your written summary!
- Tell your story (**no notes!**) in any oral narrative style of your choosing.
- Participate in the class discussion and critique.
- Extra points for grades and extra credit will not be given for presentations using Powerpoint, or other technology in this presentation. The objective of the presentation is to have practical experience in the “plain” art of storytelling (oral narration) and public presentation without use of current computer technology. No points will be detracted if a student chooses to add a media component. If the media detracts and does not enhance the “storytelling” performance, however, points may be deducted. Please talk with the instructor first if you choose to add a media component to your presentation.

Criteria for assessment:

- Clearly communicate the cultural information of the folkgroup
- Design a program that is appropriate and appealing to the identified intended audience
- Clearly apply the basic principals of oral narration so that the delivery is smooth and effective. (Reviewing the Critique form included in this syllabus is a good starting point to insuring a good presentation)

### Expectations and Assignments Continued

**III. 25% of the grade will be determined by a Written presentation and an annotated bibliography based on your Oral presentation topic**

Objectives:

- To research and evaluate a range of folklore resources on your selected folkgroup.
- To effectively share this research in order to have a number of basic folklore units prepared for new librarians who can use them to build and promote folklore collections in their libraries.

Task:

- Prepare a single page cover-sheet (250 to 500 words) which summarizes your research about the "folk" or people and the culture from which the stories or collections of stories in your bibliography are derived. Your oral introduction to your tale is taken from this coversheet.
- Prepare an annotated bibliography -This should be a practical bibliography which must be made available to your classmates. While the bibliography (not including the cover-sheet) should be no shorter than 2 pages, (double spaced between entries, single spaced within entries), length is not nearly as important as selection. You should be looking at works which can be included whenever possible in a basic folklore collection, and story-told or picture-book-read to the appropriate age level.

Format of bibliography:

- There should be complete bibliographic citations for each entry using any style manual of your choice.
- There should be complete annotations for each entry. Annotations should be brief and succinct
  - no more than 100 words and
  - include description, critique, and recommendations for appropriate age groups and collections.
  - Annotations may include a summary of content and must identify the entry's major strengths and/or weaknesses based on several of the criteria listed below:
    - Curriculum relevance
    - Appropriateness and appeal to age group
    - Accuracy and authenticity to the cultural group represented
    - Handling of sensitive issues (stereotyping, racism, gender-bias, violence, etc)
    - Literary merit
    - Language and storytelling style
    - Physical layout and appearance (notable illustrations, etc)
    - Inclusion of notes, glossaries, histories and other information about cultural issues.

### **Sample annotated bibliographic citation**

Hamilton, Virginia. *The People Could Fly: American Black Folktales*. New York : Scholastic Press, 1985.

Exquisitely illustrated by Leo and Diane Dillon, this award-winning collection of stories by noted African-American author Virginia Hamilton includes a wide-selection of folktales that grew out of the slave traditions. From the humorous antics of Brer Rabbit to the deeply moving stories of freed slaves, this collection with its extensive notes, glossaries, and bibliography will be a tellable and readable collection enjoyed by children, as young as 8-years-old, and their elders!

Criteria for Assessment:

- Clearly articulate the main ideas from your research into the culture of the folk.
- Present a bibliography of material that is selected from the best of what is available for your intended audience
- Include useful descriptive and analytical information in the annotations to assist librarians looking for a select list of folklore to include from your selected folkgroup

### **Expectations and Assignments Continued**

**IV. 15% of the grade will be determined by one Essay**

**Due anytime during the semester but no later than April 2**

Objectives:

- To examine new ideas,
- To clarify thought
- To present logical arguments
- And to communicate perspectives to a lay audience in an imaginary possible case scenario.

Task -- Please choose **one** of the following topics:

- From your readings on the subject defend the inclusion of folklore, mythology and traditional literature in a library collection with a limited budget. Cite your sources.

OR

- From your readings and experience defend the inclusion of storytelling as a necessary component in children's services in either a school or public library. Cite your sources.

While arguments for both topics may overlap, there are distinct rationales for the benefits of storytelling as a method of instruction which can be distinguished from justifications for the inclusion of folklore in a library collection. Try to look at the distinctions and make your justifications for whatever topic you choose uniquely strong and persuasive.

- Please address your essay as if you are writing to an actual person or group. Create or imagine a setting and address their problem.

Some examples:

\*\*\*an administrator who doesn't want you to waste time on storytelling programs;

\*\*\*an irate community group of woman's rights advocates who are angry with the inclusion of sexist literature (Cinderella) in your collection

\*\*\*or perhaps a well-meaning but worried parent who doesn't want the neighborhood children

exposed to those "Satanic books" with dragons and ogres and other mythological creatures.  
 \*\*\*Maybe try a testimony to an imaginary school board who wants to include only factual books in the school libraries and do not see the need for folklore, etc.

Be as creative as you desire (have fun with it) BUT do identify your audience as if answering a real challenge. (Hint-- Be convincing, persuasive using facts and research -- try not to be argumentative, combative, or defensive.)

Format:

- The essay is 250 to 500 words and may be in the form of a letter or testimony.
- Include a complete bibliographic citation of resources (in any style manual of your choice)
- Spelling, grammar, and layout will count.

Criteria for assessment:

- From your research, clearly and concisely present a case for folklore or storytelling in an articulate manner
- Present a case that is not defensive but understandable to a lay audience.
- Organize ideas in a cohesive, logical, and profession presentation.

### Expectations and Assignments Continued

**V. 15% of the grade will determined by one Response Log**

**Due anytime during the semester but no later than April 2.**

Objectives:

- To examine new information, clarify values and thinking,
- And to communicate personal perspectives in a logical and articulate manner.

Task:

- Create a response log to any one of the readings or to one of the guest speakers. See the Course Schedule and Assignments.

Format:

- The log is 250 to 500 words
- It should include a complete bibliographic citation of sources (in any style manual of your choice)
- It should include a summary of the main points ( no more than 1/3 of the log)
- It should include a personal response to the main points (2/3rd of the log.)
- Your responses are not restricted but please address at least one of these aspects: personal insights or perspectives gained, relevance to your own work or teaching, new questions generated.

#### Example of Format to Use

Lester, Julius. (1998). "Authenticity and Storytelling." Storytelling Magazine. November, 1998.

Mr. Lester addressed his thoughts on what it means to storytell folktales from cultures and ethnicities who are not of your own personal heritage. . . .

This article made me realize as a teacher that sensitivity to cultural issues is a good thing but may. . . .

**Criteria for Assessment:**

- Clearly identify the main ideas
  - Analyze their implications in terms of insights gained, relevance to my work, and/or new avenues of inquiry raised.
  - Organize my response in a cohesive and articulate manner.
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**Attachment:** For use in Critique of Student Storytelling:

**Student Presentation Critique Form**

*On a piece of notebook paper use the following critique questions as a guide to your observations. Do not write on this form. Please sign your critique and turn your evaluation in at the end of class.*

Name of Storyteller:

Title of Story:

Identification of folk culture and appropriate audience age level:

*Find something positive to say about the experience in one or more of the following categories:*

**1. Content and Scholarship:**

*One thing that I heard in the introduction that was memorable. . . .*

**2. Storytelling Proficiencies:**

- \* Fluency - Did the storyteller know the story well?
- \* Communicative-ness - The storyteller engaged my attention by. . . .
- \* Visualization - The teller was able to "see" the story clearly and take me there especially during this part of the story. . . .

**3. Technical Skills:**

- \* Voice - clear, well modulated, natural, audible. . . .

- \* Body language - intrinsic, natural, adding to the story, clarifying not distracting
- \* Communion - maintains connectedness to the audience

**4. Selection:**

- \* Language - appropriate according to teller's own criteria for audience
- \* Expressive and appropriate to style of the teller
- \* Literary and/or folklore merit

**Full Name of the Observer/Critic:**