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LME 410/410G
COURSE SYLLABUS
STORYTELLING

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1. COURSE DESCRIPTION
Storytelling literature, story selection and sources. Practice in oral communication.

2. TEXTBOOK AND SUPPLEMENTARY MATERIAL
Cassady, Marsh. The Art of Storytelling. Colorado Springs, CO: Meriwether Publishing, 1997.
ISBN 1-56608-002-9

Order from WKU Online Bookstore- http://www.bookstore.wku.edu/.

Textbooks can also be obtained from http://www.amazon.com or http://www.barnesandnoble.com/.

Other resources:

The Educational Resource Center in TPH on the Western campus has video cassettes of professional storytellers. These can be checked-out by people who can get to campus.

Video and audio recordings can be purchased from commercial sources. Please consider purchasing a recording as an important supplement for the textbook and aid in preparing and telling stories, and developing one's own style of telling.

August House-
http://www.augusthouse.com/catalog
August House produces and sells audio and video collections of story performances by recognized storytellers. Collections of stories for telling are also available.

Some recommendations from August House:

Barbara McBride-Smith. "It's Not Easy Being a Goddess." $14.95, CD. ISBN: 0-87483-761-8.

"Multicultural Tales to Tell". $18.00, 2 cassettes. ISBN: 0-87483-345-0.

Bobby Norfolk. "Why Mosquitoes Buzz in People's Ears." $14.95, CD. ISBN: 0-87483-695-6.

Donald Davis. "Jack's First Job and Other Appalachian Jack Tales." $12.00, audio. ISBN: 0-87483-322-1.

National Storytelling Network-
http://www.storynet.org/
A professional organization for storytellers. Books and recordings are sold through its online market place.

Check here to obtain a supplemental resource for the class. NSN also publishes "Storytelling Magazine" and sponsors the National Storytelling Festival each year in Jonesborough, TN.

3. CLASS CALENDAR
Assignments are due at midnight on the last date for each week unless indicated otherwise.

Other activities that should be completed or undertaken are indicated by dates to encourage students to focus on the requirements for the class.

Week 1 – AUG 30-SEPT 5 Review assignments, story sources, deadlines, etc. Read about Oral tradition in Course Documents Read about Story sources in Course Documents	**Week 9 – OCT 25-31** **DUE**=Critique of storytelling websites (20 pts.)
Week 2 – SEPT 6-12 **DUE**=Reading summary #1- Chpts 1-2 (10 pts.)	**Week 10 – NOV 1-7** Prepare Prop Story for video (THIS IS WHAT YOU NEED TO BE DOING IN THIS WEEK)
Week 3 – SEPT 13-19 DUE=Reading summary #2- Chpts. 3, 4, 5 (10 pts.) DUE=Orientation personal blog (10 pts.)	**Week 11 – NOV 8-14** Prepare Final Story for video (THIS IS WHAT YOU NEED TO BE DOING IN THIS WEEK)
Week 4 – SEPT 20-26 Prepare audio recording of Folk Tale (THIS IS WHAT YOU NEED TO BE DOING IN THIS WEEK)	**Week 12 – NOV 15-21** **DUE**=Graduate student article critiques (20 pts.) (RECORD VIDEO OF PROP STORY AND FINAL STORY)
Week 5 – SEPT 27-OCT 3 Prepare audio recording Myth (THIS IS WHAT YOU NEED TO BE DOING IN THIS WEEK)	**Week 13 NOV 22-28** *Thanksgiving* **DUE**=Reading summary #5,- Chpts. 9, 10 (10 pts.) (PREPARE VIDEO OF PROP STORY AND FINAL STORY FOR MAILING, WORK ON STORY PERFORMANCE JOURNAL)
Week 6 – OCT 4-10 **DUE** (Post Marked)=Audio recording of folk tale and myth (20 pts. each)	**Week 14 – NOV 29-DEC 5** **DUE** (Post Marked)=Video of Prop Story (20 pts.) and Final Story (40 pts.)
Week 7 – OCT 11-17 **DUE**=Reading summary #3- Chpts. 11, 12, 13 (10 pts.)	**Week 15 – DEC 6-12** **DUE**=*Story performance journal (70 pts.)

Week 8 – OCT 18-24	Week 16 (Finals) – DEC 13-17
DUE=Reading summary #4- Chpts. 6, 7, 8 (10 pts.)	Overview of class, highlights, closing. *Upload Critical Performance to EPS (Teacher certification students). (10 pts.)* *(Final grades due by noon, Dec 20)*

3. **TECHNICAL SUPPORT FOR BLACKBOARD SYSTEM**
    For technical assistance, email cihelp@atech.wku.edu or call the WKU CourseInfo Helpline at (270) 745-7020/7000. The helpline is staffed during regular business hours (8:00am to 4:30pm CT Monday-Friday). If you call after business hours, leave a message and they will contact you as quickly as they can.

4. **COURSE POLICIES**
    A. **Ethics:**
        By enrolling in LME classes, students commit themselves to ethical behavior in their academic work. They will adhere to the following principles stated in the student handbook as University policy:

        Plagiarism - To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

        Academic Dishonesty/Cheating - No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

        Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.
    B. **Student Disabilities:**
        Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A-200, in the Student Success Center wing of Downing University Center (DUC). The OFSDS telephone numbers are 270-745-5004, V/TDD-270-745-3030, and Fax-270-745-6289.

        Undergraduate students with academic potential that meet financial and educational criteria set by the United States Department of Education may also receive assistance from Student Support Services (132 Jones-Jaggers Hall, 270-745-4308/fax-270-745-6850) because of physical and learning disabilities. The *Next Program* is available to help incoming students adjust with cultural, educational

and social programs. In coordination with the Office of Equal Opportunities/ADA Services, the Student Support Services offers individual assistance to qualified students in need of accommodations. Note-takers, audiovisual equipment, support groups, and alternative testing procedures are available as needed.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

C. Incompletes:
A grade of "incomplete" will be given only when a substantial amount of coursework has been completed and an emergency concerning the student or a member of the immediate family (spouse, child, parent) prevents the student from completing the course.

D. Kentucky Education Professional Standards Board (EPSB) Code of Ethics:
For those students who seek Kentucky teacher certifications.
EPSB's code of ethics (url: http://www.kyepsb.net/legal/ethics.asp)

5. COURSE GOALS AND OBJECTIVES
A. Kentucky Teacher Standards (KTS)/Objectives:
KTS Standard I: Content Knowledge
KTS Standard II: Designs/Plans Instruction
Plans instructional strategies and activities that address learning objectives for all students.
Plans instructional strategies and activities that facilitate multiple levels of learning.

KTS Standard IV: Implements/Manages Instruction

B. American Association of School Librarians (AASL) Standards/Objectives:
AASL Standard 1: Information and Ideas
AASL Standard 2: Teaching and Learning
AASL Standard 4: Program Administration
Managing Information Resources: Selecting, Organizing, Using

C. College of Education and Behavioral Sciences (CEBS) Dispositions:
For those students seeking a Kentucky teacher certification.
Learning:
Attendance - Consistently attends class and is on time.
Class participation - Actively engaged and interested in the class activities.
Class preparation - Consistently comes to class well prepared.
Communication - Uses language to express ideas very effectively regardless of the age of the listener.
Diversity:
Willingly works with others from different ability, race, gender, or ethnic groups.
Professionalism:
Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection.

D. Kentucky Education Professional Standards Board (EPSB) Code of Ethics and Themes:
EPSB's code of ethics <url: http://www.kyepsb.net/legal/ethics.asp>

EPSB Themes: Diversity, Literacy, Closing Achievement Gap. EPSB Program Themes are areas of emphasis that must be included in all degree programs that lead to teacher certification in Kentucky.<*http://www.kyepsb.net/teacherprep/CART/themes6.asp*>

6. CONTENT OUTLINE
1. Overview of history of folk literature.

2. Principles of storytelling.
    a. Selection of the appropriate story.
    b. Preparation of the story.
    c. Presentation of the story.
3. Overview of storytelling techniques.
4. Sources of stories.
5. Types of stories for telling.
    a. Folktales (traditional and urban).
    b. Myths.
    c. Inspirational/motivational.
    d. Biographical.
    e. Real-life experience.
6. Storytelling in and outside of the classroom.
    a. The classroom setting.
    b. The school and public library.
    c. The home.
    d. The community (public speaking, counseling, etc.).

7. GRADING PROCEDURES AND COURSE GRADES

--POINT VALUES FOR ASSIGNMENTS—

Organization and Orientation to Class= 10 pts

Reflective Story Performance Journal (7 entries at 10 pts. each.-Critical Performance)= 70 pts.

Upload Critical Performance to Electronic Portfolio System- Reflective Story Performance Journal= 10 points

3 Recorded story performances (Folk tale and myth on audiocassette. Prop story on video)-(3 at 20 pts. each) = 60 pts.

Final story performance (Video)= 40 pts.

Storytelling Web Site Critique= 20 pts

5 Reading Summaries (10 pts. each) = 50
_____
--GRADUATE STUDENT REQUIREMENT--
2 Critiques of journal articles about storytelling= 20 pts.
(10 pts. each)

	Undergrad 260 Pts.	Graduate 280 pts.
A=	241-260	260-280
B=	221-240.99	238-259.99
C=	187-220.99	201-237.99
D=	169-186.99	182-200.99

	10 PTS	20 PTS	40 PTS	50 PTS	60 PTS	70 PTS
A=	9.3-10	18.6-20	37.2-40	46.5-50	55.8-60	65.1-70
B=	8.5-9.29	17.18.49	34-37.19	42.5-46.49	51-55.79	59.5-65.09
C=	7.2-8.49	14.4-16.99	28.8-33.99	36-42.49	43.2-50.99	50.4-59.49
D=	6.5-7.19	13-14.39	24-28.79	32.5-35.9	39-43.19	45.5-50.39

8. COURSE ASSIGNMENTS
A. General Procedures & Guidelines

(1). General Format and Grammar Requirements for Assignments
 All written assignments must be done in Times-New Roman typeface and 12-point font.

The introduction to the annotated bibliography and formal written assignments. The entries for the reading journal are more informal/ personal and so may be written using the first person. Correct grammar and clearly expressed ideas are still important.

(a). Formal reports must be written in the third person. Do not use "I," "you", or "yours." Use of "you" or "your" in these documents is prohibited.

(b). Consistency in the use of verb tense must be followed. Do not use past and then switch to present tense. This is especially true in the same paragraph as well as throughout the entire paper. Active voice always should be used unless there is a reason not to do so. Do not shift voice in the same sentence.

(c). Avoid using "It" to begin a paragraph, even a sentence late in a paragraph. An example of this is a paper or paragraph that starts with "It was once believed..." or "It is accepted...." Another commonly inappropriate statement is to begin a sentence with "It must be emphasized...," or "It is necessary...."
The pronoun "it" is anticipatory. Simply rewording a sentence can avoid this grammatical horror.

(d). Two spaces must follow a sentence, not one or three. Other punctuation must follow standard writing style appropriate to formal graduate reports.

(e). Students must use an acceptable style manual for the written reports. Standard manuals include APA, Chicago Manual of Style, MLA, and Turabian. Right hand margins must be unjustified.

Online Style Manuals-- Citations for Electronic Media
http://ecourses.wku.edu/bin/common/course.pl?course_id=_17082_1&frame=top
Turabian-- http://ecourses.wku.edu/bin/common/course.pl?course_id=_17082_1&frame=top

(f). ALL WRITTEN WORK MUST BE ORIGINAL FOR THIS CLASS. THIS INCLUDES THE ANNOTATIONS IN THE BIBLIOGRAPHY. WORK RECYCLED FROM OTHER CLASSES

WILL RECEIVE A ZERO. The LME program and others in the Department of Special Instructional Programs are acquiring "plagiarism sniffing" software.
PLAGIARISM CAN RESULT IN A BAD, A REALLY BAD GRADE FOR THE COURSE, AND POSSIBLE DISMISSAL FROM GRADUATE SCHOOL.
Any idea or image, etc. that is incorporated into an assignment must be cited (journal articles, books, websites, and any other media that is available today or may appear in the future).

(2). Instructions for Submitting Assignments
All assignments must use 12 point type and be submitted in MS- Word 2003-07 (doc) format or Word 2007 (.docx). Rich text format (.rtf) should be used for files if other word processing programs (MS-Works, Clarisworks, etc.) are used to save files; all recent wordprocessing software allow saving files in rich text format.
Clicking on "Save. RTF" allows the use of different software programs and computer platforms to open files. It also allows the instructor to open files from different software programs and platforms. Word processing software can have a RTF converter already activated so these files can be opened and read or the RTF converter can be loaded from the installation disk.

(a) Examples of file names for a student named Robert Smith:

· smithrrd1 (for reading summary 1)
· smithrwebpgs (for critiques of webpages)
· smithrstyjrnl (for story performance journal)
· smithrprojrnl (for Critique of professional journals)
· smithrrdg1 (for Reading assignment #1)
· smithrrdg5 (for Reading assignment #5)

The same name for the Link must used for the name of the file.

(b.) Reading assignments use the COMMUNICATION-Discussion Board.

(c.) Students must save their assignments to their systems first in in MS- Word 2003-07 (doc) format or Word 2007 (.docx) using the first 6 letters of their last names followed by their first initial or the first name, followed by an abbreviation for the name of the assignment

(f.) When a file is attached in the Discussion Board or email, Blackboard asks for a file name for the link to the file. It should be the same as the name of the file. This does not change the file name used to save the file on a student's system. It is only the name for the link. Files for assignments must be saved according to the instructions above. The instructor can then copy the assignment files quickly to his/her system. The name under which the file was originally saved by the student must be distinguishable by the instructor.

(3). Uploading the Critical Performance
Click on the following link or copy and paste the URL (Web address) onto the address line on your browser, then follow the directions. --
http://edtech2.wku.edu/portfolio/

1. STUDENT INSTRUCTIONS
Click on the following link copy and paste the URL (Web address) onto the address line on your browser-

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php
2. STUDENT REGISTRATION IN EPS SYSTEM
Click on the following link copy and paste the URL (Web address) onto the address line on your browser-
http://edtech2.wku.edu/portfolio/student/student_login.php
3. STUDENT HELP FOR USING EPS
Click on the following link or copy and paste the URL (Web address) onto the address line on your browser-
http://edtech2.wku.edu/portfolio/studenthelp.php
4. CREATE A NEW STUDENT ACCOUNT
Click on the following link or copy and paste the URL (Web address) onto the address line on your browser-
http://edtech2.wku.edu/portfolio/student/register.php
4. UPLOAD AN ASSIGNMENT
Click on the following link;
http://edtech.tph.wku.edu/~eps/student/Upload/Upload.py

B. **Assignments**
1. **Orientation-Personal Blog-(10 pts.)**
- Students should familiarize themselves with the operation of the different features of the system and the requirements for the course.
- Students must also create a simple blog on the on the Blackboard system. A digital picture must be included.
- In addition to the personal image, other information should include general background information, academic experience, degree and/certification pursued, and what their learning goals are for the class in the context of the course description and content outline.

Go to Tools on Blackboard and click on Blog Tool. Make sure that the size of the picture is completely visible on the screen. If it is enormous, use your photo/media editor to reduce it to a reasonable size.

(2). REFLECTIVE STORY PERFORMANCE JOURNAL: (70 pts.) *CRITICAL PERFORMANCE FOR CLASS*
A story from each of the following seven categories must be prepared and presented to a group or audience (class, relatives, friends, etc.)
- Folk Tale *(Submitted on a recording to the instructor. 20 pts.)*
- Myth *(Greek or Roman. Submitted on a recording to the instructor. 20 pts.)*
- Inspirational or Teen Story
- Biographical Story
- Personal Experience or another Original Story
- Prop Story *(Submitted on a recording to the instructor. 20 pts.)*
- Final Story *(Submitted on a recording to the instructor. 40 pts.)*
Storybooks may not be used as the source for a story.

An entry in the story performance journal is required for each of the required story performances. Each of the seven entries must be at least two pages in length (no maximum is set) and cover all of the components listed below.

Story Information
- the category of the story
- the title of the story.

- the source of the story (story collection, recording, etc. Provide a full bibliograhic citation.)

Contextual Factors- Detailed and specific
- date and venue (date, location of the performance, environmental factors, seating, etc.).
- description of the audience with attention to diversity (age, grade level, developmental level, other contextual factors like ethnic composition, cultural factors, religion, etc.).

Reflection- Detailed specific self-criticism
- description how the story was selected and prepared. What consideration was given to factors of diversity (multicultural, developmental, etc.) in the audience?
- description of the experience in performing the story. What changes were made in the story to adapt the story to the audience (diversity), what adaptations were made to the physical setting (if any) for the performance?
- critical assessment of the quality of the performance: what might have been done differently, what were the positive aspects of the performance?

Considerations of Format**--**

1. DO NOT INCLUDE STORY PERFORMANCE EVALUATION FORMS WITH THE JOURNAL. Completed forms for self-assessment are only submitted for each of the 4 recorded stories.

2. THE STORY PERFORMANCE JOURNAL MUST BE IN THE FORM OF A JOURNAL WITH CONSECUTIVE PAGE NUMBERING THROUGH OUT THE DOCUMENT.

3. A title page for the journal must be included.   (Each entry in the journal is worth 10 points, 70 points total.)

Each entry in the journal is worth 10 points, 70 points total.

Examples of Entries for Reflective Story Performance Journal (75393 Bytes)

(3). REQUIRED STORYTELLING PERFORMANCES

A story from each of the following seven categories must be prepared and presented to a group audience:
- Folk Tale *(Submitted on a recording to the instructor. 20 pts.)*
- Myth *(Greek or Roman. Submitted on a recording to the instructor. 20 pts.)*
- Inspirational or Teen Story
- Biographical Story
- Personal Experience or another Original Story
- Prop Story *(Submitted on a recording to the instructor. 20 pts.)*
- Final Story *(Submitted on a recording to the instructor. 40 pts.)*
Storybooks may not be used as the source for a story.

The class calendar is posted under Course Information. Also, Communication, Discussion Board where assignments are listed under Communication, Discussion Board in the order of the dates by which they are due.

Everyone develops an individual style of storytelling. Within whatever style one uses, certain "mechanics"

contribute to the effectiveness of the presentation/performance. These elements are an introduction, use of dialogue, smooth transitions from one part of the story to another, consistency in use of past tense when describing the action, an effective closing, etc.

Hopefully, the class will do no harm to one's ability to communicate orally.

Required Audiences for Performances--

An audience for a story performance must have at least **5** people. Unless with good reason, venues for story performances must be in locations outside of the home.

Examples of acceptable venues stories are the following:
- Classrooms (easy for teachers during school year)
- Vacation Bible schools
- Organizations like Cub Scouts, Boy Scouts, Girl Scouts
- Public library story hours
- After school programs
- Summer school programs at school
- Day care groups
- Pre-school programs.

Recorded Stories--

Recordings of four stories must be submitted to the instructor for evaluation and feedback. Both the first two stories and the last two may be on a single medium (cassette, disk, CD/DVD, electronic transmission, or posted on a personal website or YouTube).

1. The first two recorded stories must be a folk tale and a Greek or Roman myth. They may be an audio recording. (20 pts. each)
2. The second two recorded stories must be a prop story (20 pts.) and the final story (40 pts.). They must be on video (VHS, VHS-C, 8 mm Digital format, a CD/DVD, electronic transmission, YouTube, etc.)

Video recordings must not show the faces of the audience, especially children. Showing faces of listeners is a violation of privacy laws. Recordings that do so will not be accepted by the instructor.

The Final Story must not be a Personal Experience or an Original Story.

**_A story evaluation form must be filled-out as a self-evaluation for each recorded story and submitted with the recordings_.

Send story recordings to the instructor by least expensive means. Send them to:

Robert C. Smith
Dept. of SIP
WKU
1906 College Heights #71030
Bowling Green, KY 42101-1030

A self-addressed and stamped envelope must be included if a recording is to be returned to a student.

(4). <u>CHAPTER READING SUMMARIES</u> (10 pts. each= 50 pts.)
Five reading summaries of chapters in the textbook must be submitted. These should a minimum of 2 pages, maximum of 3 pages. (10 points each, 50 points total).

1) Rdg. summary #1 - Chpts. 1-2
2) Rdg. summary #2 - Chpts. 3, 4, 5
3) Rdg. summary #3 - Chpts. 11, 12, 13
4) Rdg. summary #4 - Chpts. 6, 8
5) Rdg. summary #5 - Chpts. 9-10

(5). <u>Storytelling Website Critiques</u>: (20 pts.)
Two storytelling websites must be critiqued in a descriptive and critical narrative of <u>at least 2 pages</u>. This is appropriate because 3 of the required seven stories may be from a website. A chart is provided as a guide but is not required. The information on the chart should be incorporated in the reviews.

The critique should include:
- Name of the website
- Full URL of the website
- Accuracy
- Authority
- Objectivity
- Currency
- Coverage
- Ease of navigation (design and layout)
- General assessment of the value

(6). <u>GRADUATE STUDENTS (ONLY)</u>:
In addition to other assignments, graduate students are required to read and critique two articles about storytelling. The name of the student must appear on the first page along with the bibliographic citation for the article. Maximum length for each is two double spaced pages. (10 pts. ea., 20 pts. total)

9. RUBRICS FOR EVALUATING ASSIGNMENTS

Story Performance Journal

	1 Novice *(Not met)*	*2 Apprentice* *(Partially Met)*	*3 Proficient* *(Standard Met)*	*4 Distinguished*
Identify the name of the story and the source of each story	Information is omitted and not correct. Use of inappropriate picture storybooks.	Information is generally omitted and not correct. Use of several inappropriate picture storybooks.	Information is correct with 1 or 2 errors. Use of 1-2 stories from inappropriate picture storybooks.	Information is complete and always correct. All story sources are appropriate.

Minimum two pages in length for each of seven entries	Less than two pages pages with excessive spacing to lengthen document.	Two pages with some extra spacing to lengthen document.	Two pages with no with little or no extra spacing to lengthen document.	Two pages or more pages with no extra spacing to lengthen document.
Contextual factors related to performances	Date and elements of venues not clear or imprecise. Audience is limited in ages and numbers. Lack of depth in analysis in diversity and other contextual factors..	Date and elements of venues vague or superficial.. Audience is limited in ages and numbers. Superficial in analysis of diversity and other contextual factors.	Date and elements of venue clearly stated or with 1-2 inappropriate. Audiences are sometimes limited in ages and numbers. Consideration of diversity evident but broad. Analysis of contextual factors not clearly defined.	Contextual factors explained with preciseness. Audiences of sufficient numbers and age categories. Analysis of all contextual factors indepth and appropriate.
Description of how the story was prepared	Description of story preparation offers little insight or understanding of the process.	Description of story preparation offers some insight or understanding of the process.	Description of story preparation offers general insight or understanding of the process.	Description of story preparation offers specific insight or understanding of the process.
Reflection on Story Performance- Critical self-assessment of the quality of the performance (what might have been done differently, what were the positive aspects of the performance).	Reflection on Story Performance- Critical self-assessment of the performance with little indication of self-criticism or suggestions for improvement.	Reflection on Story Performance- Critical self-assessment of the performance with limited indication of self-criticism or suggestions for improvement.	Reflection on Story Performance- Critical reflection indicates serious contemplation but suggestions for improvement are general and not clearly defined..	Critical reflection indicates indepth self analysis with clearly specified suggestions for improvement.
Good grammar and spelling are evident and a clear writing style is used.	Common errors in grammar, spelling, clarity of writing.	Numerous errors in grammar, spelling, clarity of writing.	Random errors in grammar, spelling, clarity of writing.	Absence of errors in grammar, spelling, clarity of writing.

STORY EVALUATION FORM

A.   **DATE:**_____ **NAME:**_____

B.   **CATEGORY:**_____ **TITLE:**_____

C.   **SOURCE:**_____

D.   **START TIME:**_____ **END TIME:**_____ **TOTAL TIME:**_____

E.   **RATING MATRIX**:
5=(High) - 1=(Improvement)

(Check box or enter appropriate value.)	5	4	3	2	1
1. INTRODUCTION--Mood					
Time Setting (Time period of story))					
Place setting					
2. PRESENTATION-- Eye contact					
Gestures/ posture					
Projection of voice					
Lack of distracting mannerisms					
Pronunciation					
3. Mechanics-- Grammar					
Dialogue					
Pauses					
Speech rate					
Transitions					
4. VALUES-- Characters					
Plot					
Theme					
Organization of story					
5. CLOSURE--					
6. OVERALL SUITABILITY FOR AUDIENCE AND CIRCUMSTANCE--					
7. OVERALL PREPARATION (Includes time restriction and overall smoothness presentation.)					
TOTAL MARKS IN EACH COLUMN-- (Count marks in each column and record numbers.)					
TOTAL VALUE OF EACH COLUMN-- (Multiply number above by value of each column and record here.)					

F.   **SCORE: TOTAL POINTS**_____**x .20 =** _____
(Add total points for all columns and multiply by **.20** to determine final point grade.)

G.   **GRADE:**_____ (A=18.6, B=17, C=14.4, D=13)

H.   **COMMENTS:** _____

_____

_____

Use back of form if necessary