

Storytelling: Strategies of Self/Team, Authenticity, Creativity and Digital Media

Culture, Art and Technology 125B Spring 2017, UC San Diego
Tu 5:00-6:50PM, York Hall 2722

Professor: Ash Eliza Smith, aes002@ucsd.edu

Office Hours: TH 12:30-2:30 PM at [The LOFT](#)

Teaching Assistants:

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"Flash" By Lenny Kravitz, 2015

"Entrepreneurship is the most extreme use of story."-Robert McKee

*"Those who tell the stories, rule the world."-a quote attributed to both
Plato and the Hopi American Indians*

"Great stories happen to those who can tell them."-Ira Glass

Course Description:

This course in public rhetoric and practical communication uses storytelling and design/media as a rhetorical strategy and gives students the opportunity to author their own relevant materials. We will examine how storytelling is used by start-up companies, crowd-funded projects, grant writers, entrepreneurs, researchers, activists, artists, songwriters, filmmakers, and the general public. We will think about the stories told by our performance of multiple selves and identities within social networks, on- and offline. We will look at a range of storytelling from those with corporate agendas to the more experimental, ethnographic, or activist projects and consider the audiences of each. We will engage in techniques from design thinking as an approach to spur creativity and even partake in our own incubator think tank experiment in order to become better at collaborative and inter-disciplinary innovation. We will study techniques from improvisation in order to become better on-the-fly speakers and pitchers. By the end of the course you will have a toolbox of strategies as well as have created a portfolio of writing, prototypes and digital media projects that you will be able to use towards your own goals as you continue past your undergraduate degree.

Learning Objectives:

- Gain an understanding of rhetorical situations, genre, audience, ethos pathos and logos as well as the use of design and media to co-shape the message.
- Develop presentation skills, performance strategies, and improvisation techniques to pitch, tell stories, and present work in public forum.
- Use design thinking, creativity and collaboration to expand notions of problem solving and innovation.
- Develop digital media skills for analyzing underlying arguments in media and narratives.
- Learning aspects of media and design production: empathizing, pitching, ideating, prototyping, editing, curating, documenting
- Gain a toolbox of conceptual and technical strategies to author your own relevant materials for written, oral and electronic materials for communication and portfolios.

Questions for consideration:

What stories get told and what stories do not get told? What does it mean to tell someone else's story or have someone else tell yours? Is "storytelling" the new corporate buzzword? Why might a CEO or politician hire a screenwriter to work for them? Fragmented between multiple online and offline personas, has "fact" and "fiction" merged to create a new kind of "authentic" self? Does online anonymity complicate "the story"? How has access to smart phone technologies created a culture of people who want to tell their "own story" all of the time? If one does not constantly document their life, how and will they exist in 100 years? What is the downfall of too many stories told, in too much of the same kinds of ways? Are there other rhetorical strategies? What is the future of storytelling?

Course Website: Important information for the class can be found on the course website at <http://ted.ucsd.edu/>. Your user name and password is the same used to login to Tritonlink. A copy of this syllabus, assignment details, video links, and important reminders will be posted to the site.

The instructor reserves the right to alter the syllabus during the course of the quarter. Any changes made will be posted to an updated syllabus on the TED website.

Course Readings: Almost all course readings, listening materials and videos will be posted on our class web site <http://ted.ucsd.edu> as indicated in the schedule of readings. Complete readings **before** the class for which they are assigned.

Proxy Server: Please note: Some articles linked via TED and reserves websites may only be accessed through UCSD IP addresses. To access the reserves materials off campus you must use UCSD's "proxy server." Alternatively, you may login from off-campus using the Virtual Private Network.

Materials Needed:

- ✓ Register with the Media Lab (in Communication Building) to use video and/or sound recording equipment. Register Here: <https://sdacs.ucsd.edu/secure-ad/mediaregister.php>

Apps & Accounts:

- ✓ Required: [Portfolium](#) Account (Private Mode OK)
- ✓ [Instructables](#) account
- ✓ Google Drive or Dropbox Account
- ✓ Evernote
- ✓ RefMe
- ✓ Vimeo or YouTube Account (you can make private if you desire)
- ✓ Access to Photo Editing software — [Gimp](#) is free
- ✓ Adobe Premiere (Available as Trial Version), Windows Movie Maker, or iMovie
- ✓ Drawing or Sketch Apps, SketchUp, SketchFab or Equivalent
- ✓ Screen Capture app (available for free online)
- ✓ 'Faking' is acceptable, probably even necessary with new-to-you forms of digital media. The goal is to explore the possibilities of various digital mediums without any fear!

Skills/Workshops and Trainings:

- ❖ Spring Workshops at the Media Lab [Schedule](#)
- ❖ Skills Workshops led by Professor in Digital Classroom (TBD)



Facebook.com/jaxthedobe

Assessment: Assignments + Grade Breakdown (Please link to Prompts below for specifics regarding each assignment):

Grade Breakdown:

Lecture + Section Participation: 25%

Personal Narrative: 15%

Oral Storytelling/Pitch Performance: 20%

Final Portfolio + Story Sketches: 40% (20% + 20%)

*Photo Series will be weighted 10% of Sketches

+ You must schedule and attend at least one one-on-one short session with your TA between weeks 2-4 to discuss your work, goals and what you want to get out of the course/life. Additionally, it is highly encouraged that you attend office hours regularly with your TA and/or Professor to get the most out of this course!

Please refer to the linked prompts and rubrics for specific details regarding each assignment:

Lecture + Section Participation: Note both lecture and section attendance is mandatory. Any absences must be cleared with the instructor or TA in advance, or justified with written documentation (e.g. letter from team, etc.). Absences may affect your overall course grade. **More than 3 absences may be grounds for failure in the course. Attendance may be taken in lecture or you may be given a brief assignment as part of class participation.** (See participation grading criteria at bottom of syllabus for more info).

++Please stay tuned for a myriad of extra-curricular and extra credit opportunities

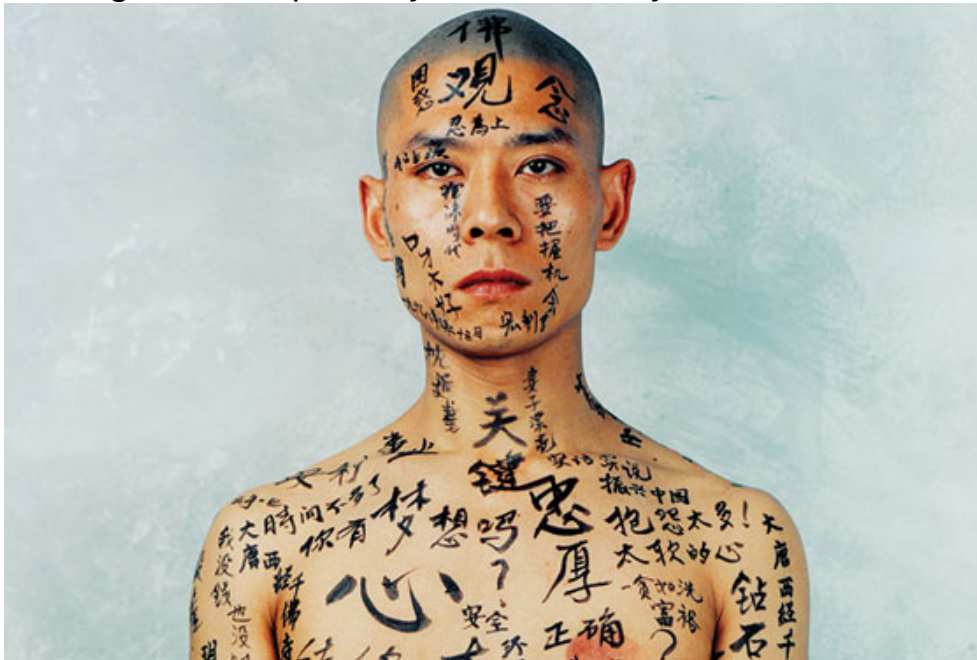
Co-Curricular Record opportunity:

<https://commons.ucsd.edu/slice.html>

***Personal Narrative-** A written personal statement or narrative.

***Oral Storytelling/Pitch Performance:** - 5 minute story/pitch with 15 automatically timed slides. You may choose to do this as a collaboration or individually.

***Final Portfolio + Story Sketches:** There will be weekly or bi-weekly prompts that engage with the course material as well as offer an opportunity to practice technical, visual and written composition skills. Your story sketchbook is a series of exercises, recordings and writings that act as a kind of journaling process throughout the quarter. Embrace this with the spirit of the [‘Shitty First Drafts’](#). Play! Take Chances! You can fail here! It’s all part of the research process! ‘Faking’ is acceptable, probably even necessary. The goal is to explore the speculative possibilities of a medium you are comfortable working within. Many of these entries will be revised or re-imagined as a part of your Final Story Portfolio.



Zhang Huan, Family Tree, 2000, New York, USA

Course Outline— Tentative Schedule: (Subject to Change)

Weeks 1-5 – The I, The Self – Experiment, Refine

Weeks 5-10 – The We, The Collaborative— Create, Innovate, Discover

Week 1— Introductions— Hello. Hello. Who’s Got a Good Story? Your Rhetorical Position

- [The Fringe Benefits of Failure, and the Importance of Imagination](#) by JK Rowling

- [Shitty First Drafts](#) by Anne Lamott
- ❖ DO in Section: Work on Mind Maps, Alter Egos, Avatars, Brainstorm ideas and your course/life goals: short term, long term, fun term. What is something new you want to challenge yourself with learning this quarter? Go over and introduce the Norton Field Guide to writing as a resource: [“Rhetorical Situations”](#) The Norton Field Guide to Writing.

Week 2—Strategies of Self, (Un)Selfies, The Frame

Tu. 4/11:

- Listen: [The Moth](#) (Pick 1) & [I was Born with Two Tongues](#) (Pick 1)
- [“How To Tell a Story—Right Now—From a Master Of Improv”](#) by Joe Berkowitz
- Excerpt from: JayZ Decoded (on TED)
- ✓ Due: Story Sketch #1: Audio Recording Story by Mon. 4/10 Midnight
- ✓ Due: Read Photo Project Prompt and have 3 ideas to workshop in Section

Week 3—Personal Narrative and Authenticity

Tu. 4/18:

- “Following the Voice of the Draft” by Donald Murray (Starts on page 2) on TED
- [Selfies Without the Self](#)
- [Life Narratives in Social Media](#) by Lyndsay Grant
- ✓ Due: Story Sketch #2A Photo Project Draft
- ✓ Due: “You in 10 Songs” to Sketchbook

Week 4—Personal (un)Branding - Experimenting and Refining

Tu. 4/25: Read:

- [The Cocktail Party Test](#) by Ian Bogost
- [Visions of College, Colored By Money](#) (4 Essays)
- ✓ Due: Story Sketch #2: Photo Project in Full PRINT OUT!
- ✓ Due: Pitch 3 Ideas for Personal Narrative to Workshop in Section

Week 5 — Fiction, Humor, Empathy, Disruption

Tu. 5/2:

- Play: McDonalds Video Game
- Watch: The Yes Men Fix the World
- ✓ Due: Personal Narrative Draft
- ✓ Due: Story #3: Video Pitches

Week 6 — Start-ups, Entrepreneurs, Collaborative Innovation, Futures Thinking

5/9

- [Introduction to Design Thinking](#)
- "Futuring Practices" by Matthew Alexander Manos
- ✓ Due: Story #4
- ✓ Due: Ideas Draft for Oral Storytelling/Pitch Project
- ✓ Do: Problem and Solutions Brainstorm

Week 7 — Art of the Pitch - Public Speaking, Oral Storytelling, Power Poses

Tu. 5/16

- Watch: TED Talks from Jill Bolte Taylor, Ron Eglash, VS Ramachandran, Lawrence Lessig, Seth Priebatsch Nancy Duarte (about the secret of giving good talks)
- Ignite Talks from Matt Harding, Lee Stewart, and Mehal Shah
- ✓ Due: Oral Pres. Script Draft with minimum 5 slides (Post Links)
- ✓ Due: Story #5
- ✓ Practice Time in Section

Week 8 — Grants, Funding, Money

Tu. 5/23

- ✓ Due: Oral Storytelling/Pitch Projects with Q&A's in Section
- ✓ Final Script due (submit Hard Copy to your TA in Section AND upload to Turnitin via TED) Post NEW Hyperlink to Slideshow on TED discussions.

Week 9 — Design Collaboratory & Future of Storytelling

Tu. 5/30

- ✓ DUE: Final Storytelling Portfolio Draft

- ✓ MEET IN Digital CLASSROOM – PCYNH – Workshop in Section

Week 10 – SHOWCASE of Student Projects

Tu. 6/6 – SHOWCASE of Student Projects

- ✓ Due: Personal Narrative Revisions Upload to Turnitin
- ✓ Due: Collaborative Narrative
- ✓ MEET IN Digital CLASSROOM – PCYNH – Workshop in Section

FINALS WEEK

Tu. 6/13

- ✓ FINAL STORYTELLING PROJECTS DUE by 7 PM, URL's uploaded to section appropriate forum on TED and Portfolium Completed! Have A GREAT SUMMER!



Film Still from *Rocky Horror Picture Show*, 1975

POLICIES:

1. ATTENDANCE

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive

absence (more than **three** class sessions, **either lectures or sections**) may be grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

2. CLASS PARTICIPATION

Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. Because some of CAT 125 is based on collaborative, project-based learning, you are also expected to contribute as a responsible member of a group and section. See the participation evaluation rubric below for more information.

3. ASSIGNMENT SUBMISSION

A. Due Dates

An assignment may receive an F if a student does not participate in every phase of the development of the project and meet all deadlines for preliminary materials (proposals, drafts, etc.). Failure to submit any of the graded course assignments is grounds for failure in the course. If a final draft, plus required addenda, is not submitted in class on the date due, it will be considered late and will lose one letter grade for each day or part of a day past due (A to B, etc.). Assignments are due in hard copy and or via email/link (online assignment). You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

4. CAT GRADING CRITERIA – PARTICIPATION

Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade.

A – Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B – Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C – Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D – Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by

materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F—Failing

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

5. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the

General Catalog, and online at

<http://students.ucsd.edu/academics/academicintegrity/policy.html>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. Specific examples of prohibited violations of academic integrity include, but are not limited to, the following:

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud.

Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity.

6. UCSD's PRINCIPLES OF COMMUNITY

The CAT program affirms UCSD's Principles of Community, and expects all students to understand and uphold these principles, both in their daily interactions and in their spoken, written and creative work produced for CAT classes:

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the

quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.

- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity and the Principles of Community.

Your Signature HERE:
