

| **Georgetown University, BA Liberal Studies Program****STORYTELLING FOR INFLUENCE****Spring A 2023** |
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**Credits:** 3

**Dates:** Wednesday, January 11 to Thursday, March 2, 2022 (8 week term)

**Location:** Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

**Professor:** John Trybus, Ph.D.

**Instructor Contact Information:** Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me at [jt452@georgetown.edu](mailto:jt452@georgetown.edu).

**Virtual Office Hours:** You can contact me to set up an appointment.

| **Course Description** |
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History has shown that stories are inextricably linked to what it means to be human. Before we had formal communication, storytelling was the method through which we made sense of the world and that core function of the phenomenon has never changed. We dream in stories, buy products and support charitable causes because of stories, understand who we are in part by thinking in the format of stories, and, yes, even close our office doors and gossip thanks to the help of stories! This course will provide you with an opportunity to think critically about the endless ways in which storytelling is—and can be—utilized in our modern world. Specifically, you will focus on analyzing the process of storytelling as a tool for influence and to do so duly through ethical and strategic ways within the four categories of personal, professional, societal and self-applications. This course will expand your mindset, appreciation and practice of storytelling as a crucial component of the human tradition.

**Note:** This course fulfills a Professional Media and Communication Concentration Digital Media Track requirement or the Writing Core Area requirement.

| **Course Learning Objectives** |
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By the end of the course, you will be able to:

1. Name different ways that storytelling is used for influence
2. Use theories and frameworks to assess and critique stories
3. Differentiate between informal and formal stories, including when each is appropriate
4. Design and deliver an informal story
5. Design a formal story for professional influence
6. Assess an organization’s storytelling approach for societal influence
7. Assess how one’s personal values are communicated through stories that you and others generate about yourself

| **Required Materials for Purchase** |
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While you do not have to purchase a textbook for this course (articles, examples, and multimedia are posted in the Canvas course site), you must purchase ***one*** of the two following books for a book club assignment (details about the assignment are in the Canvas course site):

* *Lead With a Story: A Guide to Crafting Business Narratives That Captivate, Convince, and Inspire* by Paul Smith
* *Connection: Hollywood Storytelling Meets Critical Thinking* by Randy Olson, Dorie Barton, and Brian Palermo

You will also take the Pearson-Marr Archetype Indicator, which costs $25 and is [available online here](https://www.storywell.com/purchase-the-pmai.htm).

| **Overview of Course Structure** |
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This course consists of 7 modules, plus the orientation module. Each module corresponds to one week of study in this 8-week term. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. Please do not submit work ahead of or behind schedule. Instead, we progress through each week as a cohort. See the [Weekly Schedule](#_heading=h.111kx3o) for details.

| **Assignments** |
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Your course grade will be based on your level of mastery of the following activities and assignments. You will read full details about each of them in the Canvas course. Each assignment category will be weighted according to the percentages below.

| **Discussions (8)** Through the Canvas discussion board, you will respond to and engage in lively and thought-provoking discussions on topics related to storytelling for influence with me and your classmates. There is a discussion in each module of the course. Your first response to the question is due by Thursday each week and your second response is due by Sunday each week. | **30%** |
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| **Challenges (3)** You will complete three challenges in this course. Challenges are activities that provide you with an opportunity to practice applying course concepts. They are graded based on completion and effort, not on perfect understanding/accuracy. I will provide you with useful feedback, though, that I expect you to use in future assignments (see below), where you *will* be graded on accurate application of course concepts. The three challenges are:   1. Module 2: Assessing Stories Based Upon the Six Essential Building Blocks 2. Module 3: Storytelling for Personal Influence Through Oral History 3. Module 6: Analysis of Reflected Best Self Stories | **20%** |
| **Assignments (4)** You will complete four assignments in this course. Assignments are your opportunity to demonstrate that you have learned and synthesized course concepts, and will be graded accordingly. The four assignments are:   1. Module 1: Day of Story Observation 2. Module 4: Creating a Formal Story for Professional Influence 3. Module 5: Storytelling for Societal Influence Client Assessment and Recommendations 4. Module 7: Book Club Assignment | **50%** |
| **TOTAL** | **100%** |

| **Grading** |
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Each type of assignment has a detailed grading rubric (found on Canvas) that you will reference as you complete your assignments. I will grade all of your work using these rubrics.. For final course grades, please reference the grading scale below:

A: 93% to 100%

A-: 90% to 92%

B+: 87% to 89%

B: 83% to 86%

B-: 80% to 82%

C+: 77% to 79%

C: 73% to 76%

C-: 70% to 72%

D+: 67% to 69%

D: 63% to 66%

F: 62% and below

| **Course Policies** |
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#### **Attendance Policy**

Since this is an online course, you do not need to ‘attend’ Canvas at specific times unless we are holding a live session in which case attendance is mandatory. However, be aware that there are assignment deadlines at the end of every week (every **Sunday** at 11:59 p.m. EST), and some deadlines within the week (**Thursdays** at 11:59 p.m. EST). See the *Discussion Guidelines* in the Canvas course for details on mid-week deadlines. Be aware that there are live advising sessions scheduled throughout the course so note those dates as you are required to attend those.

In order to be successful in this course, I recommend that you log in to Canvas at least three times per week. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

#### **Time Commitment**

Online courses meet the same academic standards as on-campus courses. Each week is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For our 8-week, 3-credit course, you should anticipate allocating *14-20 hours of work per week*. Keep in mind this is a full course that is presented in half the normal time! As such, it is mandatory you prepare your schedule and mindset accordingly.

#### **Submission Policy**

Submit all assignments to the Canvas course site. Assignments submitted through email are not acceptable and will be considered missing and/or late.

#### **Late Work Policy**

**No late submissions or extensions are available for any of the following:**

* The last week of class
* Discussion Board participation

For other course assignments not listed above, as stated in the [Student Handbook](http://static.scs.georgetown.edu/upload/kb_file/mps.studenthandbook.15-16.pdf), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline and only for a viable reason. Late submissions with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

**Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the required style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 6th Edition](https://guides.library.georgetown.edu/scsgeneral/apa).

#### **Turnitin.com**

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](http://turnitin.com/en_us/support).

#### **Communication Policies**

##### **Communication with Instructor**

During the course, I will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q&A discussion board*. If you have a private concern, please send me an email. You can expect a response within two days. I can hold virtual office hours by appointment.

##### **Communication with Peers**

You will be expected to communicate with your peers via the discussion board.

##### **Announcements**

I will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming assignments or class concerns.

#### **Instructor Feedback/Turnaround**

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow up to 7 business days for assignment submission feedback.

#### **Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](http://honorcouncil.georgetown.edu).

#### **The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:*

* *To be honest in every academic endeavor, and*
* *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

#### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion posts and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion posts are professional but also conversational**. You are encouraged to use a conversational tone and convey personality on discussion boards. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Discussion posts are about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers. However, this does **not** mean that they should not be professional in writing style. You must back up your thoughts with course material to support your ideas and showcase a synthesis of learning.
* **Your assignments are assumed to be client-ready**. While the discussion boards are somewhat conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

#### **Incomplete and Withdrawal Policies**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

#### **Accommodation Policy**

##### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note-takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [Disability Support Services website](https://academicsupport.georgetown.edu/disability)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

| **Technical Requirements** |
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#### **Computer Requirements Outside Canvas**

You will need to have access to a laptop or desktop computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](https://get.adobe.com/reader/). You will also need the most up-to-date [Flash plugin](https://helpx.adobe.com/flash-player.html). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

##### **Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

##### **Mobile Operating System Native App Support**

*Note that not all course features are available on the mobile app, so cell phones and tablets can enhance but do not replace desktop and laptop access.*

* iOS 7 and newer
* Android 2.3 and newer

##### **Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

##### **Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

##### **Audio and Video Capability**

* You will need an internal or external microphone *and* camera. Most computers now come with them built-in.

#### **Technical Skills Requirements**

As an online student, your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

| **Student Support and Help** |
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#### **Academic Support**

##### **Library Research Guide**

The BA Liberal Studies program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. Access the [BA Liberal Studies Guide](https://guides.library.georgetown.edu/BALS).

##### **Library Services**

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

##### **eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

##### **Writing Lab**

The Writing Lab provides assistance to SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the [SCS Writing Lab website](http://scswritinglab.georgetown.domains/).

#### **Technical Support**

##### **Canvas Support:**

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower-left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

##### **Zoom Support**

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647).

##### **Turnitin Support**

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available on an external website](http://turnitin.com/en_us/support).

##### **GU Account**

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

* your GU netID and/or password
* your GU email account
* any connectivity issues

Contact me, your professor, if you have any questions relating to course content.

#### **Student Support Services**

SCS offers a variety of support systems for students that can be accessed online, at the

School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](https://academicsupport.georgetown.edu/) | (202) 687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](https://studenthealth.georgetown.edu/mental-health) | (202) 687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) | (202) 687-4798

See also SCS’s [Resources for Current Students website](https://scs.georgetown.edu/resources-current-students/student-handbooks/), which contains information about disability services and career resources, as well as [SCS’s Admissions and Aid website](https://scs.georgetown.edu/admissions/), which has information about financial aid and academic advising.

#### **Accessibility Support**

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

* [Canvas accessibility page](https://community.canvaslms.com/docs/DOC-2061)
* [Zoom accessibility page](https://zoom.us/accessibility).

#### **Sexual Misconduct**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

* Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
* Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

* Georgetown Self-Care Resource Guide:<https://studenthealth.georgetown.edu/self-care>
* Georgetown Wellness Wheel:<https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>
* Georgetown Guide to Recognizing Students in Distress:<https://studenthealth.georgetown.edu/resourceguide>

#### **Pregnancy Adjustments and Accommodations**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Title IX at Georgetown University website](https://titleix.georgetown.edu/student-pregnancy).

| **Weekly Schedule** |
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| **Date** | **Module** | **Assignments Due** |
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| **Week 1**  January 11-15  *(short week)* | **Orientation** | 1. Pre-course Survey - **315** 2. Discussion - Introductions Through Story - **3/15** |
| **Week 2**  January 16-22 | **Module 1: The Fundamentals of Storytelling**   * Read and watch the module materials * Continue reading and taking notes on your chosen storytelling book | 1. Discussion - Analyzing Our Introductions Through Stories - **first post by 1/18, second post by 1/22** 2. Assignment - Day of Story Observation – **1/22** |
| **Week 3**  January 23-29 | **Module 2: Defining Story and Storytelling**   * Read and watch the module materials * Continue reading and taking notes on your chosen storytelling book | 1. Discussion - Narrative Differences within Stories - **first post by 1/26, second post by 1/29** 2. Challenge - Assessing Stories Based Upon the Six Essential Building Blocks – **1/29** |
| **Week 4**  January 20-February 5 | **Module 3: Storytelling for Personal Influence**   * Read and watch the module materials * Continue reading and taking notes on your chosen storytelling book | 1. Discussion - Trust Building and Storytelling for Personal Influence - **first post by 2/2, second post by 2/5** 2. Challenge - Storytelling for Personal Influence Through Oral History – **2/5** |
| **Week 5**  February 6-12 | **Module 4: Storytelling for Professional Influence**   * Read and watch the module materials * Continue reading and taking notes on your chosen storytelling book | 1. Send emails to 15 people soliciting stories for the Module 6 Reflected Best Self Exercise – **2/6** 2. Discussion - Analyzing Professional Storytelling - **first post by 2/9, second post by 2/12** 3. Assignment - Creating a Formal Story for Professional Influence – **2/12** 4. Mid-semester Survey – **2/12** |
| **Week 6**  February 13-19 | **Module 5: Storytelling for Societal Influence**   * Read and watch the module materials * Continue reading and taking notes on your chosen storytelling book | 1. Discussion - Trends within Storytelling for Societal Influence - **first post by 2/16, second post by 2/19** 2. Assignment - Storytelling for Societal Influence Client Assessment & Recommendations – **2/19** |
| **Week 7**  February 20-26 | **Module 6: Storytelling for Self-Influence**   * Read and watch the module materials * Continue reading and taking notes on your chosen storytelling book | 1. Take the Pearson-Marr Archetype Indicator and Review your results – **2/21** 2. Discussion - Pearson-Marr Archetype Indicator Reflection - **first post by 2/23, second post by 2/26** 3. Challenge - Analysis of Reflected Best Self Stories – **2/26** |
| **Week 8**  February 26-March 5 | **Module 7: Special Topics in Storytelling**   * Read and watch the module materials | 1. Discussion - Debating Storytelling Ethics - **first post by 3/2, second post by 3/5** 2. Assignment - Book Club Assignment – **3/5** 3. Final Course Evaluation - **sent from program** |