



ArmchairEdClockHours  
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**Overview:**

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

**Course Goals and Objectives:**

As a result of these courses, the student will be able to:

1. Integrate storytelling into the curriculum
2. Link storytelling to state standards
3. Develop a story arc and tell a story

The following published book is currently being used as a text for the ArmchairEdClockHours course:

Children Tell Stories

Hamilton & Weiss (Richard C. Owen, 2005)

This course includes the newest research, links to current learning standards, and a variety of multicultural stories and resources that has validated the importance of storytelling in education. Literacy is more effectively taught when the language arts, such as reading, writing, speaking, listening, viewing, and visually representing, are seen as connected and equally important. Storytelling is one of the best ways to teach all of these literacy skills. When children engage in stories, they gain command over language, and increase their ability to understand detail and how stories hang together. If students are better at telling stories, they become better at writing and reading them. Course book also includes a DVD.

**Credit Options:**

- ❖ The course will be offered for 50 clock hours, based on the length and substance of the book. The course will include 50 multiple-choice questions and two required essays.

**Grading Rubric:**

- ❖ Pass/Fail: Coursework must be passed with 70% criterion.

**Three Required Essays:**

**Choose two essays from the following essay choices:**

**Option 1:**

Plan to tell a story to your class. Describe the process you used to select the story and then learn the story. Use the Student Self-Evaluation and Goal Setting form on p. 162 of the text at the beginning, middle and end of your preparation for the storytelling experience. Describe the telling and reflect on the results of the experience. Include the Goal Setting form with your essay.

**Option 2:**

View the Companion DVD, Children Telling Stories: A Storytelling Unit in Action. Write a review of the video, thinking of your school staff as the audience. Follow the review with a reflection of what you saw in the video and learned from reading the text. Would a storytelling unit be appropriate for your classroom and/or your school? Why or



why not? What would be the benefits and barriers to doing this unit in your classroom?

**Required Essay:** Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current educational practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting, or other pertinent program and report/reflect on it

You may combine any of these, or develop your own. You may e-mail

[info@armchairedclockhours.com](mailto:info@armchairedclockhours.com) if you desire specific permission for your topic. The

essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

**Essay scoring rubric:**

Three essays required

Two essays, 2-3 pages

One essay, 3-5 pages

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **All essays must be fully completed and the rubric followed to receive a grade.**
- **Essays not completed to required length will not be processed and revisions will be**
- **required.**

