CMNS 340

Communication

3

COURSE NAME/NUMBER

FACULTY/DEPARTMENT

UFV CREDITS

Storytelling for Workplace Application

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor.

CALENDAR DESCRIPTION:

This course prepares students to apply storytelling and visual communication methods as a means of communicating to influence, motivate, or persuade in the context of the workplace. Research indicates that if you want to influence people or have them remember something then you have two main choices; you can tell a great story or include a strong visual presentation. When you combine both strategies you are considered a polished communicator. This course is designed to incorporate both narrative writing and storytelling techniques, as well as introduce the use of basic graphic elements that can enhance workplace communications. The visual aspect of this course is specifically designed for anyone regardless of artistic ability.

PREREQUISITES: One of the following: CMNS 335, CMNS 345/ADED 345, or CMNS 445/ADED 445; or 45 university-level credits and CMNS 235.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces:

(b) Cross-listed with:

(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION:

STRUCTURE OF HOURS:

Lectures: 20 Hrs

Seminar: 25 Hrs

Laboratory: Hrs

Field experience: Hrs

Student directed learning: Hrs

Other (specify): Hrs

Length of course:

Hours per day:

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: Ever second year (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) □ Yes □ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) X Yes □ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: □ Yes □ No

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Identify the basic story forms used in a workplace context
- Describe the purpose for using a variety of story forms
- Employ narrative techniques to build a persuasive presentation
- Create a story board
- Design visual support materials for workplace context specific projects (i.e., stories, Power Point presentations, conference presentations, client presentations, meeting introductions, narratives, videos)
- Write a minimum of three different types of stories incorporating visual elements
- Present a story (i.e., poster board, oral, video, print publication – student choice)

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*
Lectures, video/DVD or guest speakers, technology demos, technical labs, student presentations.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- [ ] Examination(s)
- [x] Portfolio assessment
- [ ] Interview(s)
- [ ] Other (specify): Demonstration

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *Textbook selection varies by instructor. Examples for this course might be:*


SUPPLIES / MATERIALS:
PowerPoint

STUDENT EVALUATION:

*An example of student evaluation for this course might be:*

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storyboard Concept and Editing</td>
<td>10%</td>
</tr>
<tr>
<td>Visual Presentation Portfolio</td>
<td>25%</td>
</tr>
<tr>
<td>Written Story Assignments (three in total)</td>
<td>45%</td>
</tr>
<tr>
<td>Story Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation – Story listening</td>
<td>10%</td>
</tr>
</tbody>
</table>

COURSE CONTENT: *Course content varies by instructor. An example of course content might be:*

A) **Weeks 1-3: Storytelling: A Starting Point**
   a. The different types of stories
   b. What stories can do that facts cannot
   c. How to tell/write a good story
   d. The psychology of a story’s influence in the workplace
   e. Best practices of workplace storytellers
   f. Telling stories in the workplace

B) **Weeks 4-6: Story Planning**
   a. Selecting a story style to fit the context/purpose
   b. Crafting a story
   c. Creating a story board
   d. Collecting stories and resources – when to use an existing story
Course content continued:

C) Weeks 7-9: Visual Communications: For the Non-artist
   a. Preparation: Simplicity and Why it Matters
   b. Presentation Design Principles
   c. Design resources: finding templates, artwork, colour palettes, images
   d. Copyright: When to borrow and when to create material.
   e. The Power Point trap
   f. The real power behind Power Point
   g. Visual communication – more than just Power Point

D) Weeks 10-13: Delivery
   a. Writing narrative
   b. Using metaphor and analogies
   c. Print, video or oral – selecting the best format
   d. Telling someone else’s story
   e. Storytelling, passion, and energy
   f. Timing: Longer is not always better
   g. Storytelling: Practice putting it all together