

# Creative Storytelling and Effective Strategic Communication

Spring 2016

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**Course Website:** login to Canvas at <http://lss.at.ufl.edu>

**Course Communication:** Contact me by email anytime with questions or by phone 8 a.m.-8 p.m. M-F

## **Course Description:**

This is an age of ubiquitous communications flow and hyper transparency. The world is simply more connected than ever before: more people have mobile phones globally than have access to clean sanitation. By virtue of this rapid and incessant transfer of information, where media and conventional news sources are rapidly being displaced by self-published stories and opinions, we are more visible and publicly accountable than ever.

This has meant that the 21<sup>st</sup> Century has been a period of intense personalization and humanization. Everything we say and do is dependent on the flow of information, whoever generates it and whatever its sources. Our ever-expanding technology has made it possible to reach out and touch more people than ever before. It also requires us to stop and think about how we break through information “clutter” to affect all of those with whom we come into contact.

Storytelling is an essential part of strategic communication, and digital technology and social media have expanded the power of “the story” in helping organizations persuade and influence key audiences. This course will instruct you how to harness the power of effective storytelling and apply storytelling techniques across multiple channels. It will review and examine the oral tradition, historical and cultural significance, and evolution of storytelling as well as the importance and relevance of storytelling in communication. You will learn and apply strategies and tools for creating effective print, digital and visual stories. We will explore best practical

applications for implementing and disseminating stories across a variety of media to tap into and leverage the current and exciting communication landscape.

The course will cover how the battle for attention today is won with a compelling narrative or story told via the most appropriate media vehicles on a continuous basis. And, it will provide instruction and insights as to how organizations and brands are now required to become trans-media storytellers, where compelling and emotive stories are created to influence key audiences. The best stories communicate a brand, a point of view or an organization's key message in a meaningful and engaging way to effectively connect with, persuade and inform key audiences.

### **Course Objectives/Goals:**

At the end of this course, you will be able to:

- Describe the tradition and evolution of storytelling and its role in the contemporary media environment as a critical tool for reaching audiences and telling a brand or organization's story.
- Demonstrate effective use of print, digital and visual storytelling tools using multiple communication vehicles across many channels – traditional media, digital media, and social media – to persuade and influence.
- Access source material and apply research for effective and compelling stories.
- Identify story ideas (“what's the angle?”) and the best media formats to convey them.
- Utilize effective storytelling tools in pitching ideas to journalists and editors.
- Craft winning hooks or openings for stories to capture the attention of targeted audiences.
- Apply covered storytelling techniques to public relations formats such as public relations campaigns, press releases, backgrounders, position papers, opinion pieces, advocacy campaigns and blogs.

### **Course Format:**

For this course, there are 12 weeks or modules. There will be five writing/visual storytelling assignments, weekly discussions, and six quizzes.

The course also includes a final project multimedia marketing kit, where you will combine key formats and elements from the writing assignments, accompanied by an attention-getting pitch letter and incorporating appropriate storytelling techniques.

All lectures, assignments, discussion items, readings, videos, samples and other instructions are on the course website in Canvas .

### **Required Texts:**

The Story Factor: Secrets of Influence from the Art of Storytelling (2nd Revised Edition) – April 4, 2006

by Annette Simmons

[Amazon Link](#)

The Power of Visual Storytelling: How to Use Visuals, Videos, and Social Media to Market Your Brand - March 7, 2014

by Ekaterina Walter and Jessica Gioglio

[Amazon Link](#)

### **Prerequisite Knowledge and Skills:**

It is important that you have strong writing skills through academic or work experience and have the ability to communicate through the various storytelling formats effectively and creatively.

### **Attendance and Late Work Policies:**

We are all adults and as part of being successful communication industry practitioners, meeting deadlines is critical, so: **No assignments, quizzes or discussion posts will be accepted after due date.**

Because this is an online, asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day to check for course updates in the announcements and discussion sections of the site.

**Grading:**

<b>Course Items</b>	<b>Percent of total grade</b>
Weekly discussion posts and responses to posts by classmates on readings and lecture topics	20%
Six quizzes on lectures and readings	20%
Five writing assignments, utilizing multimedia print and visual storytelling approaches and techniques for print (traditional), digital and social media: - news release - backgrounder - bio - editorial, opinion or issue-related column - blog column	40%
A multimedia marketing kit project, combining key formats and elements from writing assignments above, accompanied by an attention-getting pitch letter and incorporating appropriate storytelling techniques	20%

**Grades** will be assigned based on the following scale:

A	100%	to	94%
A-	93%	to	90%
B+	89%	to	87%
B	86%	to	83%
B-	82%	to	80%
C+	79%	to	77%
C	76%	to	73%
C-	72%	to	70%
D+	69%	to	67%
D	66%	to	63%
D-	62%	to	60%
F	59%	to	0%

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **Weekly Discussions – Details:**

Discussion Boards are a key part of this online course. After completing all of the readings and other assignments for this week (if applicable), review the discussion board scenario/questions and respond. You are also required to read all, and comment on or reply to a minimum of two student posts (per discussion board).

Discussion Boards will be graded on the following criteria:

Content, Contribution of Original Thought, Connection to Course Material, Mechanics, and Deadline.

You must post your initial post before you will your classmates contributions. You will not be able to edit your post, so take time to ensure your post is complete for submission before you officially post.

**Content:** Post addresses all questions asked; is appropriate length to stimulate further discussion (200-250 words). Information clearly relates to the main topic. It includes several supporting details and/or examples.

**Contribution:** Contribution is thoughtful, analytical, and original

**Connection:** Author makes connections between course content, readings, and personal reflection, current events, etc.

**Mechanics:** Response is well structured, logical, and free of grammatical/spelling errors PLEASE PROOFREAD before posting.

**Deadline:** First post (addressing the instructor posed questions) was submitted by **THURSDAY** at 8PM (ET) and the minimum **two** meaningful responses were submitted before **SUNDAY** at 8PM (ET).

Use AP Stylebook for all writing assignments. If you don't have it, the AP Stylebook can be purchased in hardback or online (<https://www.apstylebook.com/online/>).

### **Discussion Board Rubric:**

Your discussion grades is 2 parts: 50 total points for your initial post, 50 points for your responses. Both initial post and responses will be graded on the same criteria.

However, total possible points awarded for responses will be based off of you posting 2 responses. If you do not post any responses, you will not receive any points for that section. If you only post 1 reply, your total possible points will be out of 25 points.

**Discussion Posts Grading Rubric:**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Less than satisfactory</b>
<p><b>Content</b></p> <p><b>25%</b></p>	<p>Post is appropriate length and includes one original and two reply posts to stimulate further discussion. Information clearly relates to the main topic. Includes supporting links and/or examples.</p>	<p>Original post is appropriate length, but ideas developed for discussion are minimal or vaguely developed. Information marginally relates to the main topic. No links and/or examples are given.</p>	<p>Post is short, does not address topic, and/ or does not develop ideas. - OR- Responses have little or nothing to do with the topic and/or are missing.</p>
<p><b>Contribution of original thought</b></p> <p><b>25%</b></p>	<p>Contribution is thoughtful, analytical, and original.</p>	<p>Contribution shows adequate evidence of original thought, but lacks real insight or analysis.</p>	<p>Contribution relies on others' posts or lacks original insight into/ shows little understanding of the questions asked.</p>
<p><b>Post connects to course materials</b></p> <p><b>25%</b></p>	<p>Author makes connections between course content and personal reflection, current events, etc.</p>	<p>Author makes some connections between course content and personal reflection or current events, but connections are not sufficient or clearly explained.</p>	<p>Author does not connect course content to personal reflection or current events.</p>

<b>Spelling and Grammar</b>	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding.
<b>25%</b>			

**Assignments - Details:**

**Press Release, Backgrounder, and Bio:**

We will be using the University of Florida’s Brazilian Music Institute (BMI) for the press release, backgrounder, and bio assignments, as well as the final project. *[Note: More information and instructions regarding assignments and final project can be found on the course website.]*

Here are links for the BMI assignments:

- [Brazilian Music Institute - 1](#)
- [Brazilian Music Institute - 2](#)
- [Brazilian Music Institute - 3](#)

The three assignments will incorporate the storytelling techniques we are covering. You will 1) prepare a version for print dissemination (with accompanying art and visuals), 2) as a Facebook post, and 3) as an update on the BMI website. The press release print version should be 1.5 - 2 pages double spaced. The bio, one page double spaced. And the backgrounder, 1 - 1.5 pages double spaced.

**Editorial or Opinion Column:**

For the editorial or opinion piece, pick an issue you are passionate about and 1) do two page print column (with accompanying art or visuals), 2) as a LinkedIn “published” post, and for an organization or brand’s website.

**Blog Entry:**

For the blog assignment, write about an occurrence in your life, or a current topic of interest to you, or a hobby. Utilize storytelling techniques covered with accompanying art and visuals to make a dynamic digital presentation.

**Final Project:**

For the final project, you will create a digital, multimedia marketing kit for the BMI, using the press release, backgrounder, and bio “storytelling” projects. Tie it all together with an attention-getting pitch letter or email.

Use AP Stylebook for all writing assignments. If you don’t have it, the AP Stylebook can be purchased in hardback or online (<https://www.apstylebook.com/online/>).

**All assignments are due SUNDAY 8 p.m. (ET) on week of the module.** Check the assignment details and due dates in Canvas. I will have graded assignments returned by Thursday of the following week.

**Assignments Grading Rubric:**

<b>Criteria</b>	<b>100 - 90 Excellent</b>	<b>89 - 80 Good</b>	<b>Less than 80 UNsatisfactory</b>
<b>Topic 20%</b>	Assignment describes, contextualizes, and conceptualizes topic and subject matter in an excellent manner.	Assignment adequately covers topic and subject matter but lacks depth and insight.	Assignment information inadequately covers and misses the point of topic and subject matter.
<b>Content &amp; Storytelling 20%</b>	Content exhibits excellent storytelling techniques, story angles and hooks. Content is very coherent and clear and is appropriate length or size. Utilizes visual elements that augment, complement, and support the overall story and message.	Content is appropriate length, but only provides adequate storytelling techniques, story angles and hooks. Visual elements are good, but could be more engaging and supporting.	Content, storytelling and visuals are uninspiring and show poor effort, and lack understanding of purpose and object of assignment.



<p><b>Presentation</b>  <b>20%</b></p>	<p>Message and visuals are engaging, compelling, comprehensive and easily understandable. The presentation follows style and formatting instructions in lecture PDFs, writing samples, videos and readings. Presents ideas, thoughts, and concepts in a cogent and organized manner.</p>	<p>Message and visuals make an adequate presentation, but additional effort is needed to make the work more compelling and engaging. Piece has some style and formatting issues and needs tighter organization and structure.</p>	<p>Presentation is not compelling or engaging. It has many style and formatting issues and concepts and ideas are presented in a disorganized and incoherent manner.</p>
<p><b>Writing</b>  <b>20%</b></p>	<p>Assignment contains excellent grammar, spelling, punctuation and syntax. Includes descriptive and persuasive language. Piece is factually accurate and utilizes AP Style. Ideas, thoughts, and messages are superbly conveyed in the written word. Lead includes the five Ws.</p>	<p>Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding. Lead is adequate, but piece has some AP Style issues.</p>	<p>Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding. Piece has numerous AP Style errors and lead is unclear and uninteresting.</p>
<p><b>Research &amp; Sourcing</b>  <b>20%</b></p>	<p>Assignment demonstrates excellent research and sourcing, and provides attribution and links to websites and other sources when needed.</p>	<p>Assignment demonstrates adequate research and sourcing, but additional attribution may be needed. Links to websites and other sources are provided in an adequate manner.</p>	<p>Adequate research. sourcing, attribution is minimal or missing. No links to website and other sources are provided.</p>

## **Quizzes:**

Quizzes will be on lectures, readings, and videos. Quizzes will be 10 questions, open book/notes, and graded on a 100 point scale. There is no time limit on the quizzes - you will have the whole module week to complete.

## **Weekly Lectures:**

A lecture video will be posted to the course website on Canvas for the 12 weeks (one is an introduction to the course and review of the syllabus). These videos will vary in length depending on the material. It is your responsibility to watch each of the videos. Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

## **University Policies:**

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. University counseling services and mental health services:

## **\*\*Netiquette: Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

## **Class Demeanor:**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class,

be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### **Getting Help:**

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources <http://www.counseling.ufl.edu/cwc/Default.aspx>  
352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted

online at <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### **University Policy on Academic Misconduct:**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

**The Honor Code:** “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

### **ACADEMIC HONESTY**

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the

students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

## Schedule

### **Week 1: Module and Lecture Topic: Course Overview/Introduction and Syllabus Review**

Watch: Welcome, Course Overview, and Syllabus review video  
[Ted Talk - "The Power of Storytelling to Change the World"](#)

Assignments:

1. Course Overview, Syllabus and Ted Talk Quiz
2. Discussion Posts - Write a post ("short story") sharing how you decided to pursue the Global Strategic Communication MA degree.  
Posts must be submitted by Thursday at 8:00 p.m.  
Respond to two student submissions by Sunday at 8:00 p.m.

### **Week 2: Module and Lecture Topic: Evolution and Relevance of Storytelling**

Watch: Lecture

Required Readings:

The Story Factor (SF):

Chap. 1 - The Six Stories You Need to Know How to Tell

Chap. 2 - What is Story

The Power of Visual Storytelling (VS): Introduction and Chap. 1- The Rise of Visual Storytelling, pp. 7 - 13

Article: [A Very Brief History of Storytelling](#)

Assignments:

1. Lecture and Readings Quiz
2. Discussion Posts - Describe the importance and significance of the evolution of storytelling as a means of effectively communicating. Provide links to supporting material, articles, or videos that support your position.  
Posts must be submitted by Thursday at 8:00 p.m.  
Respond to two student submissions by Sunday at 8:00 p.m

### **Week 3: Module and Lecture Topic: The Brand as the Storyteller**

Watch: Lecture

Required Readings:

The Power of Visual Storytelling (VS): Chap. 2 - Types, Tips, and Tactics of Visual Marketing

Assignments:

1. Lecture and Reading Quiz

2. Discussion Posts - Discuss the importance and significance of storytelling in promoting a “brand” and influencing key audiences and stakeholders. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

### **Week 4: Module and Lecture Topic: What’s the Story?: Research, Source Material, and Story Angles**

Watch: Lecture

Required Readings: Articles:

“Storytellers: Find an Angle”

“Use Market Research to Find Storytelling Angles”

“Journalism Rules to Help You Tell a Great Story”

Assignments:

1. Lecture and Readings Quiz

2. Discussion Posts - Discuss the importance and significance of researching and finding the appropriate hook or angle for a story. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

## **Week 5: Module and Lecture Topic: Storytelling and Modern Applications to Persuade and Influence and the Rise of Visual Storytelling**

Watch: Lecture

YouTube: “Memorable...Visual Storytelling”

Required Readings:

VS: pp. 14 - 21

Article: “Write Stories, Not Press Releases”

Assignments:

1. Lecture and Readings Quiz

2. Discussion Posts - Describe the importance and significance of the rise of social and digital media as means of storytelling. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

## **Week 6: Module and Lecture Topic: Bringing Stories to Life - Developing Content and Storytelling Across Communication Channels**

Learning Objectives:

Watch: Lecture

Required Readings:

VS: pp. 7-8, 147-174

Articles:

“How to Use Visual Storytelling for PR and Marketing Content”

“Visual Storytelling Tips for PR Pros”

Assignments:

1. News release\*:

Prepare a news release for University of Florida’s Brazilian Music Institute (BMI) incorporating the storytelling techniques we are covering. Prepare a version for print dissemination (with accompanying art and visuals), 2) as a facebook post, and



3) as an update posting for the BMI website. The release print version should be 1.5 - 2 pages double spaced.

*\* More information and instructions regarding assignments and final project can be found on the course website.*

2. Discussion Posts: Discuss the importance and significance of appropriate content for storytelling across multiple communication channels. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

### **Week 7: Module and Lecture Topic: Print and Visual Storytelling Tactics**

Watch: Lecture

YouTube: “Art & Science of Visual Storytelling”

Required Readings:

Articles:

“New Approaches to Storytelling in PR”

“The Art of Visual Storytelling”

PR Storytelling: The Best Way to Pitch and Sell Products

Assignments:

1. Bio: Write a bio for a guest artist or organizer of the BMI, incorporating the storytelling techniques we are covering. Prepare a version for print dissemination (with accompanying art and visuals), 2) as a facebook post, and 3) as an update on the BMI website. The print version should be one page double spaced.

2. Discussion Posts: Describe the importance and significance of appropriate storytelling tactics to effectively market a brand or organization. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

### **Week 8: Module and Lecture Topic: Engaging the Audience**

Watch: Lecture

YouTube: “Digital storytelling -- changing people, perceptions, and lives”

Required Readings:

SF: Chap. 5 - The Psychology of Story's Influence

Chap. 8 - Story Listening as a Tool of Influence

VS: pp. 12-13, 141-142, and 146-147

Article: "How to Create Share-Worthy PR Stories"

Assignments:

1. Backgrounder: Write a backgrounder for the BMI events, incorporating the storytelling techniques we are covering. Prepare a version for print dissemination (with accompanying art and visuals), 2) as a facebook post, and 3) as an update on the BMI website. The print version should be 1 - 1.5 pages double spaced.

2. Discussion Posts - Describe the importance and significance of engaging the audience with print and visual storytelling tactics and strategies. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

**Week 9: Module and Lecture Topic: Storytelling on Social Networks**

Watch: Lecture

YouTube: "Social Media Storytelling"

Required Readings:

VS: Chap. 3 - The Power of the Platform: Visual Storytelling on Social Networks

Assignments:

1. Editorial or Opinion Column: Pick an issue you are passionate about and 1) do a two-page print column (with accompanying art or visuals), 2) as a LinkedIn "published" post, and 3) for an organization or brand's website.

2. Discussion Posts - Describe the importance and significance of social network storytelling to a brand or organization. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

## **Week 10: Module and Lecture Topic: Storytelling Strategies**

Watch: Lecture

Required Readings:

VS: pp. 125 - 147

SF: Chap. 11 - Story Thinking as a Skill

Articles:

[“ 6 Visual Storytelling Strategies Social Good Organizations Should Try”](#)

[“Seven Tips For Jumpstarting Your Visual Storytelling Strategy”](#)

Assignments:

1. Blog Entry: For the blog assignment, write about an occurrence in your life, or a current topic of interest to you, or a hobby. Utilize storytelling techniques covered with accompanying art and visuals to make a dynamic digital presentation.

2. Discussion Posts - Describe the importance and significance of thinking strategically regarding storytelling techniques and approaches. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

## **Week 11: Module and Lecture Topic: Marketing in a Visual World**

Watch: Lecture

[YouTube: “Visual Storytelling: The Future of Digital Marketing”](#)

Required Readings:

VS: Chap. 5 - Real-Time Marketing in a Visual World

Article: [“Seven Ways to Leverage Visual Storytelling in Your Marketing”](#)

Assignments:

1. Lecture and Readings Quiz

2. Discussion Posts - Describe the importance and significance of using visual storytelling on digital and social media in marketing a brand or organization. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

## **Week 12: Module and Lecture Topic: Brave New World - The Future of Storytelling; Course Wrap-up**

Watch: 1. Lecture  
2. [Future of Storytelling.org](https://www.futureofstorytelling.org)

Required Readings:  
VS: Conclusion

Articles:  
[“From Viewers to Engagers: The Future of Storytelling”](#)  
[“Digital Innovation and the Future of Storytelling: A New Golden Age?”](#)

Assignments:

1. Final Project Due

2. Discussion Posts - Based on your experience in this class and from other influences, comment on the future of storytelling from your perspective. Provide links to supporting material, articles, or videos that support your position.

Posts must be submitted by Thursday at 8:00 p.m.

Respond to two student submissions by Sunday at 8:00 p.m.

### **Disclaimer:**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.