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| ***Track 2 : Engineering is Creating Compelling Narratives***  ***Phase 2***  ***Improvising Stories Collectively***  ***Jeanne Toulouse*** | As an engineer, you will be expected to tell compelling and convincing stories on your own or with other people, in a wide range of professional and personal contexts. This class will involve guided **improvisation** theatre games/activities to explore and develop individual and group creativity. Exercises will focus on:   * how to better **listen** to one’s partners and develop **groupmind** * exploring 4 skills of creativity – **creating, building, repurposing, combining** - through storytelling * using guided improvised storytelling as an effective **prewriting** activity |
| ***Milestone*** | * **Write short sketches** based on class-generated suggestions * **Perform stories** in pair or group, using techniques learned in class. |
| ***Language skills sought.*** | * You will learn to be better **listeners**, a hallmark quality displayed by efficient team players and managers. * You will learn to apply **reactive and idiomatic** language, and use effective fillers and feedback. * You will develop **fluency** and **confidence** when speaking, rising from greater awareness of nonverbal and verbal components of speech. * You will be invited to aim for **precision** and a **wider range of vocabulary**. * You will learn to effectively apply principles of **storytelling**, an essential set of tools when communicating about science and technology to nonexpert audiences. |
| ***Activities and Learning Styles*** | * **Action-based, hands-on learning through doing.** * **Improvisation and storytelling activities in groups of 2 to 6 students.** Most activities will **not** involve an audience as everyone will be taking part in activities at all times. * **Group discussions and debriefs**. * **Writing short pieces in pairs** |
| ***Application and assessment*** | 1. develop better **listening** to partners 2. learn to **think on your feet**, to be a reliable group partner 3. learn how to **deal with mishaps**, **recover from mistakes** and manage stress 4. attain better **adequacy between intention and intonation/body language** 5. acquire greater **fluency** in interactions and monologues 6. acquire greater vocabulary **range and precision** |
| ***Evaluation of Performance : What the student is expected to do to show acquisition of language skills.*** | * **Participate** in improvisation activities ***and*** debriefs actively; a**pply techniques and** tell a story on your own AND collectively **(40%)** * **Write** short pieces using material developed in oral activities **(30%)** * **Perform** a story in pair or small group **(30%)** |
| ***Resources*** | *1 -* ***Impro: Improvisation and the Theatre***and ***Impro For Storytellers***by Keith Johnstone  *2 -* ***Into the Woods****: a 5-act journey into story, by John Yorke, 2015*  *3 -* ***Flow*** and ***The Psychology of Creativity and Invention***, Mihali Csikszentmihalyi (1990, 1997) |