

Bernerd College Center for Professional and Continuing Education

Ongoing Independent Study,   
Unleashing the Power of Personal Narrative, PDSI 9977 Syllabus

**Instructor**: Scott Ricardo, Teacher of Record; Ingrid Ricks, NYT Bestselling Author, Course Co-Facilitator, Matt Kincaid, PhD, Course Co-Facilitator  
**Contact Information**:

* Scott Ricardo: scott@summerinstitutes.com, 209-648-4054
* Ingrid Ricks: ingridricks@comcast.net
* Matt Kincaid: matt@summerinstitutes.com, 509-942-4516
* Instructors can be reached via email or phone using the contact information shown above. You will receive a response to emails and/or phone calls within 24 hours unless otherwise noted in an announcement.

**Dates:**

Ongoing Independent Study

**Course Description:**

Narrative writing is about so much more than just “show vs. tell” techniques designed to bring a personal story to life. It’s a way to ignite a passion for writing among students, while helping them to find healing, empowerment and validation by writing the deeply personal stories they need to tell. It’s also a way to foster understanding and compassion among student body, staff and the community at large. In this hands-on narrative writing course, *New York Times* bestselling author, Ingrid Ricks, draws on the personal experiences and lessons learned from writing her story and working one-on-one with more than a thousand students to help you unleash the power of personal narrative in your classroom. In this accredited course, which adheres to Common Core Standards for Narrative Writing, you’ll learn by experiencing the power of personal storytelling for yourself—from identifying and structuring the personal story you need to tell, to bringing it to life through a variety of narrative writing techniques. The course also covers key factors for successfully implementing this program in your classroom.

**Course Outcomes:**

By the end of this course students will be able to

* Apply new content and pedagogical knowledge to the teaching and learning process.
* Integrate common core writing standards into the classroom to improve teaching and learning.
* Demonstrate an ability to work with diverse populations.
* Identify and evaluate professional writing techniques and frameworks.
* Compare innovative practices for teaching and learning styles and techniques.

**Prerequisites:**

None

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**Course Materials:**

Students are required to have access to high-speed Internet with the ability to log into the course at 3-4 times per week. All reading materials and video content will be supplied by the instructor.

\* Students will be offered a free download of Ingrid Rick’s narrative writing handbook based on her *New York Times* Bestselling book, *Hippie Boy*, at the conclusion of the course.

**Student Communication and Participation:**

Students will be required to use the forums in Canvas for a variety of purposes. Weekly assignments within the forum will require a minimum of one original writing assignment, which should be posted in the respective assignments folder. The post should show that you have read the material required and your response should address the question(s) in the prompt directly. All posts must be a minimum of two well-constructed paragraphs, and when instructed by the assignment description, up to several pages of quality writing. For further information on how you will be graded on the discussions, see the Grading Rubric.

Other types of online communication and collaboration, for example group work using an outside online service may be required. If this is the case you should be able to find the specific instructions and criteria in the assignment itself.

**Technical Requirements:**

This course is taught entirely online. Because of these students must have access to a computer that is able to connect to the Internet, and have a strong Internet connection. Within the online software used in this course, Canvas, students will have the ability to send and receive email with the instructor.

Canvas will be used as the primary means of facilitating this course—communicating the schedule, messages to students, course materials, posting of announcements and assignments, uploading and submitting written assignments, and for communication students and instructors. You may be expected to actively participate and develop skills in using online tools including Google, Facebook, Twitter, Blogs, and others if required to do so within this course. You may also be required to sign up for these freely available online services as part of this course. These services are not in any way governed or controlled by University of the Pacific or Summer Institutes.

Your instructor may wish to hold online office hours, lectures or other events using audio or video. You should have a working microphone and speakers on your computer.

**Grading:**

The course consists of reading requirements, video lectures, and writing assignments. This course is structured as an independent study, meaning students can progress through the material at their own pace, with the maximum completion time being five weeks.

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**Assignment Breakdown:**

The schedule below shows the assignment schedule and breakdown of points for this course:

**Week 1: Healing Through Personal Storytelling**

Introduction & Identifying Your Story Video +Writing Assignment Structuring Your Story Video + Reading + Writing Assignment **Week 2: Openings that Grab**Openings that Grab + Writing Assignment

Character and Setting Video + Bringing Your Character to Life Writing Assign. Writing a Short Active Setting Assignment  
**Week 3: Emotions and Dialogue**Bringing Your Emotions to Life Video + Reading + Writing Assignment

Write a Paragraph of Dialogue Video + Writing Assignment

**Week 4: Showing versus Telling Your Story**

Showing versus Telling Video + Intensive Writing Assignment

**Week 5: Unleashing the Power of Personal Narrative in Your Classroom**

Unleashing the Power in Your Classroom Video + Intensive Writing Assignment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Total possible points in the course:

50 points 50 points

50 points 25 points 25 points

50 points 50 points

100 points  
100 points  
500 points (100%)

In order to receive an “A” in this class, you must have at least 90% or 450 points. 400 points are required for a “B” grade, 350 for a “C” grade. Anything below 350 points is not a passing grade in this course.

This information will also be available in the course online under the “Syllabus” tab.

The following page shows the grading rubric that is used to assess the quality of student work submitted in this course. Please review it carefully to ensure you understand how to earn the grade you are seeking in this course.

All assignments will be graded according to the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| page3image1689344page3image1690384 | **Excellent (95- 100/100)** | page3image1691008  **Good (80-94/100)**  page3image1692048 | **Needs Improvement (70-79/100)** | **Unacceptable (below 70/100)** |
| page3image1695584  **Overall Quality**  page3image4987568 | Work is submitted on time, written in a professional manner, sources are legitimate and cited, and the responses are appropriate and | Work is submitted on time, written in a mostly professional manner, sources are cited for the most part, and responses are appropriate and  page3image1697664 | Work is turned in late and/or written in an unprofessional manner, sources are not cited, and responses are incomplete and/or illogical and/or | Work is turned in late and/or poorly written and responses add no value to the discussion or topic at hand.  page3image1699952 |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | sensible. | somewhat sensible. | without value. | page4image4993280page4image5773200 |
| **Clarity and Depth of Thought** | Ideas and perspectives are presented in a clear manner, drawing in readers, and providing content to reflect on. | Ideas and perspectives are understandable, but not presented in clear manner. | Ideas and perspectives are present, but must be uncovered or reconstructed to extract any value. | Ideas and perspectives are too confusing to be valuable to any reader.  page4image1701616 |
| **Relevancy, Practicality, Usefulness** | Work content has ideas and solutions that are immediately applicable, and the ideas and relevant and contain tremendous value for teaching in today's dynamic world. | Work content has ideas and solutions that have practical implications that may or may not be immediately applicable, but that do hold value and are relevant for many teachers in today's world.  page4image1703696 | Work content does hold some value for teachers, but is not especially practical, relevant, or immediately useful. | There is little to no relevance or usefulness in the ideas presented.  page4image3670640 |

**Study Tips**

Log in at least every other day to stay current on any changes to the schedule and to respond to others.

Set aside a time and a quiet place to work on this course. Fewer distractions and a set time to participate are easier than trying to find time or studying while distracted.

Set your own deadline prior to the actual deadline. Making sure that you have completed the work for the week a couple of days prior to the due date is much less stressful.

Back up you files regularly. It should go without saying, but save your work frequently and back your work up to another location. No one wants to have only a draft backup when something goes wrong.

Print this syllabus and refer to it frequently. This document ids the best way to be certain that you have completed all of the requirements for the week.

**Honor Code**

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of  
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maturity, responsibility, and personal integrity. Summer Institutes has adopted this Honor Code as part of its partnership with University of the Pacific. Students are expected to:

• Act honestly in all matters  
• Actively encourage academic integrity  
• Discourage any form of cheating or dishonesty by others

• Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student- Conduct/Tiger-Lore-Student-Handbook-.html

**Accommodations for Students with Disabilities**

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

3-Step Accommodation Process  
1. Student meets with the SSD Director and provides documentation and completes registration forms. 2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.  
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD within one week of enrolling in this course. After the instructor receives the accommodation letter, please contract the instructor via email or phone to arrange the accommodation(s).

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: ssd@pacific.edu. Online: www.pacific.edu/disabilities

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