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**Federal State Autonomous Educational Institution of Higher Education**  
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**  
**RUDN University**

**Faculty of Philology**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**Storytelling and Creative Thinking**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**42.04.02 Journalism**

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**Global and Digital Media**

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higher education programme profile/specialisation title

## 1. OBJECTIVE OF THE DISCIPLINE

The aim of the course is to develop students' ability to think systematically and innovatively through an in-depth mastery of storytelling techniques and creative thinking methods. The course aims to develop the competencies needed to create and deliver complex narrative structures, as well as to generate and realize original ideas in multidisciplinary contexts.

The main objectives are:

- to enhance advanced storytelling skills through the creation and analysis of complex narratives across different mediums to improve communication effectiveness;
- to cultivate creative thinking by applying techniques like brainstorming and prototyping to generate innovative ideas and solve multidisciplinary problems;
- to integrate storytelling with creative thinking to develop and present novel concepts for marketing, branding, and project pitches;
- to analyze real-world applications and case studies of storytelling and creative thinking to provide practical insights for professional use;
- to prepare for future trends and technologies in storytelling and creative thinking to ensure adaptability in a rapidly changing environment.

## 2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

Code	Competence	Indicators of competence achievement (within the discipline)
UC-2	Ability to manage a project at all stages of its life cycle	UC-2.1 Knows the organizational and technological methods, principles and tools used in project work; methods, criteria and parameters for presenting, describing and evaluating the results/products of project activities
		UC-2.2 Can develop project terms of reference, project schedule; prepare, check and analyze project documentation; prepare and present project results in the form of reports, articles, conference presentations; organize and coordinate the work of project participants
		UC-2.3 Knows the skills of effective organization and coordination of the stages of the project in order to achieve the best result while balancing the amount of work and resources
GPC-1	Able to plan, organize, and coordinate the process of creating media texts and/or media products demanded by society and industry, and (or) communication products, to	GPC-1.1 Knows all stages and principles of media text production and/or media products and/or communication products
		GPC-1.2 Manages the process of preparing journalistic texts and/or products demanded by

Code	Competence	Indicators of competence achievement (within the discipline)
	monitor and take into account changes in Russian and foreign language norms and the peculiarities of other sign systems	society and industry, taking into account changes in Russian (foreign) language norms and peculiarities of other sign systems

### 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Storytelling and Creative Thinking” belongs to the Variative Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline in accordance with the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

Code	Name of competence	Previous discipline	Subsequent disciplines
UC-2	Ability to manage a project at all stages of its life cycle	Media economics / Медиаэкономика	-
GPC-1	Able to plan, organize, and coordinate the process of creating media texts and/or media products demanded by society and industry, and (or) communication products, to monitor and take into account changes in Russian and foreign language norms and the peculiarities of other sign systems	Photojournalism / Фотожурналистика Professional workshop / Профессиональная мастерская	-

### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is 3 credits.

*Table 4.1. Types of educational work by periods of study of the EP HE for the full-time mode of study*

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
<i>Classroom activities, ac. hours</i>	108			108	
Including:					
Lectures	17			17	
Laboratory activities					
<i>Practical lessons/Seminars</i>	17			17	
<i>Independent work, ac. hours</i>	65			65	
<i>Control, ac. hours</i>	9			9	
<b>Overall workload</b>	ac. hours	108		108	
	credits	3		3	

### 5. CONTENT OF THE DISCIPLINE

*Table 5.1 Content of the discipline (module) by type of activity*

Name of the Unit	Content of the Units (topics)	Type of activity
<b>Block 1: Advanced Concepts in Storytelling</b>	<p><b>1) Elements of a Compelling Story</b>            What are the key components of a story (plot, characters, setting, conflict, resolution)?            How can you develop a strong narrative structure?            What is the role of emotions in storytelling?</p> <p><b>2) Storytelling Across Different Mediums</b>            What are the differences and similarities in storytelling for literature, film, theater, and digital media?            How can stories be adapted for various platforms?            How does the medium impact narrative style and audience engagement?</p>	Lectures, Seminars
<b>Block 2: Creative Thinking Techniques</b>	<p><b>1) Principles of Creative Thinking</b>            What is creativity, and why is it important in various fields?            What are the stages and characteristics of the creative thinking process?            How can you overcome mental blocks and foster a creative mindset?</p> <p><b>2) Brainstorming and Idea Generation</b>            What are effective brainstorming techniques (mind mapping, freewriting, etc.)?            How can you encourage group creativity and collaboration?            What tools and methods can be used for capturing and organizing ideas?</p>	Lectures, Seminars
<b>Block 3: Integrating Storytelling and Creative Thinking</b>	<p><b>1) Using Storytelling to Enhance Creativity</b>            How can storytelling inspire and shape creative ideas?            What narrative techniques can be used to present and develop creative concepts?            What are some examples of stories that led to innovative solutions?</p> <p><b>2) Storyboarding and Visual Storytelling</b>            What is the purpose and process of storyboarding?            What are the visual storytelling techniques used in comics, films, and other media?            How can you create compelling visual narratives for presentations and projects?</p>	Lectures, Seminars
<b>Block 4: Practical Applications and Case Studies</b>	<p><b>1) Real-World Applications of Storytelling</b>            How is storytelling used in business and entrepreneurship?            What is the role of storytelling in education and training?</p>	Lectures, Seminars

Name of the Unit	Content of the Units (topics)	Type of activity
	<p>How can stories be used for social impact and advocacy?</p> <p><b>2) Creative Thinking in Action</b>            Who are some notable creative thinkers and innovators?            What are their creative processes and methods?            What lessons can be learned from their successes and failures?</p> <p><b>3) Collaborative Storytelling Projects</b></p>	

## 6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline (if necessary)
Computer classroom	A classroom is equipped with a computer, TV VCR and a transparency projector. CD players and DVD players are available upon request.	The computer has to be equipped with licensed and up-to-date software. Each computer has broadband Internet access. All computers are connected to RUDN University corporate computer network and are located in a single domain.

*\* The classroom for students' independent work **MUST be indicated!***

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

*Main readings:*

1. Dicks M. Storyworthy: Engage, teach, persuade, and change your life through the power of storytelling. – New World Library, 2018.
2. Greenberg S. S. et al. Creative acts for curious people: How to think, create, and lead in unconventional ways. – Ten Speed Press, 2021.
3. Walsh J. D. The art of storytelling: Easy steps to presenting an unforgettable story. – Moody Publishers, 2003.
4. Varol O. Think Like a Rocket Scientist: Simple Strategies for Giant Leaps in Work and Life. – Random House, 2020.

*Other recommended readings:*

5. Pressfield S. The war of art: Break through the blocks and win your inner creative battles. – Black Irish Entertainment LLC, 2002.
6. Epstein D. Range: Why generalists triumph in a specialized world. – Penguin, 2021.
7. Nixon N. The creativity leap: Unleash curiosity, improvisation, and intuition at work. – Berrett-Koehler Publishers, 2020.
8. Gilbert E. Big magic: Creative living beyond fear. – Penguin, 2016.
9. Godin S. The practice: Shipping creative work. – Penguin, 2020.

10. Bahcall S. Loonshots: How to nurture the crazy ideas that win wars, cure diseases, and transform industries. – St. Martin's Press, 2019.
11. Trott D. Creative Blindness (And How To Cure It): Real-life Stories of Remarkable Creative Vision. – Harriman House Limited, 2019.

*Web-sites and online resources:*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров: [УНИБЦ \(НБ\) РУДН \(rudn.ru\)](http://rudn.ru)
2. TED Talks on Storytelling and Creativity: "The Power of Storytelling to Change the World" by Dave Isay (2018)
3. IDEO U: Online Courses and Resources on Design Thinking: latest courses and materials on design thinking and creative problem-solving, including "From Ideas to Action" (2020)
4. Harvard Business Review: Articles on Storytelling and Innovation: articles like "The Surprising Power of Questions" (2018) and "How to Tell a Great Story" (2019)
5. Medium: Blogs and Articles on Storytelling and Creativity: articles and essays on storytelling, creativity, and innovation by various authors, such as "The Science of Storytelling" by Will Storr (2019)
6. Databases and search systems:
  - <https://www.researchgate.net/>
  - [Publons](#)
  - [Directory of Open Access Journals – DOAJ](#)
  - [JURN : search millions of free academic articles, chapters and theses](#)
  - [Digital Library Of The Commons \(indiana.edu\)](#)
  - Bloom Consulting Country Brand Ranking - <http://www.bloom-consulting.com/en/country-brands-ranking>
  - The Country Brand Index (CBI) - <http://www.futurebrand.com/think/reports-studies/cbi/2012-2/overview/>
  - Nation Brands Index - <http://www.simonanholt.com/Research/research-introduction.aspx>

*Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
  2. Practical assignments and their brief contents;
  3. Questions for self-check, test assignments.
- \* - all educational and methodical materials for students' independent work are published in accordance with the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competences) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed on the basis of the requirements of the corresponding local normative act of RUDN University.