

**SUL ROSS STATE UNIVERSITY - RIO GRANDE COLLEGE**  
**ENGLISH 3313 W01 Folklore**  
**Summer session II 2017**

**Instructor:** Rita L. Ortiz

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**Office Hours:** 8:00 a.m. – 5:00 p.m., Mon. – Thur.

8:00 – 4:00 p.m., Friday

**Course Description**

English 3313 offers a broad study of folklore elements: oral, customary, and material. This course emphasizes on folklore of the American Southwest and Mexico. Our study of folklore will extend beyond the literary medium and will involve performance and art. *Experiencing* folklore is a crucial component in our exploration this summer, which will require you to observe and reflect. Before we begin to “live folklore,” as one of our texts is aptly titled, we must approach our readings and observations with a critical lens. English 3313 will focus on three major tenets of folklore: tradition, ritual, and performance.

Assignments throughout the semester include a combination of reading questions, discussion board posts, and a final project which includes written and visual components.

**Student Learning Outcomes**

Students will be able to...

1. experience folklore through literature and performance (oral performance, music, theater)
2. understand the themes and concepts present in folklore, and to be able to identify them in the works we study;
3. identify folklore themes, concepts, and elements present within their lives and through the world around in reflective writing and interaction with classmates through discussion;
4. critique these works based on context and their contribution to literature and society through critical thinking and writing;

*English Program Outcomes*

5. construct essays that demonstrate clear topic/thesis, development, organization, and appropriate language;
6. produce research projects that employ and integrate a variety of academic sources which are correctly documented;
7. Analyze literary works to develop ideas relevant to culture and relationships in personal and civic experiences;
8. demonstrate basic knowledge of the social, philosophical, historical, cultural, and political contexts of folklore;
9. understand different theoretical approaches to folklore texts;
10. continue to demonstrate the writing and documentation skills taught in freshman, sophomore English courses including critical thinking, thesis development, organization of essays, appropriate use of sources and documentation of sources, and observing the conventions of standard English--grammar, usage, mechanics, and punctuation.

## Course Texts

You are required to purchase/rent the following texts:

### ***Living Folklore: An Introduction to the Study of People and Their Traditions, 2nd Edition***

By Martha Sims and Martine Stephens

ISBN-13: 978-0874218442

ISBN-10: 0874218446

### ***The Woman Warrior: Memoirs of a Girlhood among Ghosts***

By Maxine Hong Kingston

ISBN-10: 0679721886

ISBN-13: 978-0679721888

## Grading

Each assignment has specific guidelines and a rubric to go along with it. You can locate instructions for each assignment in the Assignments tab on Blackboard.

Your grade will be determined based on a 1000-point system.

1000-900: A

800-899: B

700-799: C

600-699: D

599 or Below: F

**Assignments:** 1000 points maximum

**Discussion Board Posts (1 @ 20 pts.; 3 @ 60 pts.):** 200

**Reading Questions (4 @ 100 pts.):** 400

**Art and Performance Report:** 100

**Reflection response (end of semester):** 50

**Final Project:** 250 points total

**Written/research component:** 150

*Outline: 50 pts*

*Draft: 100 pts*

**Visual component (PowerPoint or video):** 100 points

**Reading Questions (RQ):** [SLO (student learning outcomes) 1-5, 7-10

These short assignments are a combination of reflective writing and reading questions which are completed after each reading. These may involve literary analysis, creative prompts, and/or reflective

writing. Each assignment contains between 4-10 questions, and students are required to answer in complete sentences.

Assessment method: Rubric

**Discussion Board posts:** [SLO 1, 2, 3, 7, 8]

Each post will include a prompt and specifications regarding length. All discussion board assignments require students to respond to at least one other student in no less than 150 words.

Assessment method: Rubric

**Papers:** [SLO 1-10]

The final project involves two components: a research paper and a short video/PowerPoint presentation. Topics will deal with folklore groups or a particular folklore text (narrative, behavior, ritual, belief, tradition, art form, etc.). Detailed instructions for the final project will be uploaded to Blackboard.

The research component of your final project is what I call a “tiered” assignment. One draft will not determine the overall grade. Since it’s a short semester, I don’t incorporate rough drafts, but you will have the opportunity to submit prewriting for additional guidance. I design assignments this way for you to practice the writing process, which requires you to approach any writing project in phases.

Assessment method: Rubric

**Course Policies**

**Scholastic Honesty**

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

**You earn a grade of “F” for the course if your work exhibits any of these kinds of scholastic dishonesty.**

**Attendance**

Blackboard is your virtual classroom space, and submitting assignments in a timely manner is considered “attending.” Failing to do so, and missing assignments consecutively without notifying me results in an F for assignments missed.

**Late Papers/Assignments**

- Late work warrants a lower grade.
- *I will not accept any assignments during exam week.*

**Writing Center**

The Writing Center is available for you at no cost to help you with prewriting and proofreading, or even simply just to review assignment instructions. Whether you feel you need to or not, I highly encourage you to visit the Writing Center as it can greatly help you develop self-editing skills and offer guidance since this course deals largely with literary analysis and will involve research. I offer an extra 5 points for major papers (essays/research paper) if the student provides the tutor session form (yellow sheet), which confirms that he/she received tutoring services. Tutor session forms are only worth 3 extra points for

Reading Questions. I will not grant extra credit if the session only involved “help with formatting” and/or was under 5 minutes. Your session should be productive and should involve prewriting, drafting, and/or helping you understand the assignment at hand.

### **Grade Changes**

- You have a five-week semester to earn your grade. If you want to talk to me about your grade during those five weeks, I welcome it. **Once the semester is over and I have entered grades into the system, however, I will not consider grade changes unless I, myself, miscalculated.**
- You should know that you have the right to appeal your grade. According to the *Sul Ross Rio Grande College Student Handbook*, "if you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department [in this case, Dr. Sarah Roche]" (17).

### **ADA Statement**

SRSU Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

### **Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.