Modesto Junior College
Course Outline of Record

ENGL 151

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 151  Folklore  3 Units
Formerly listed as: ENGL - 151: Introduction to Folklore
Prerequisite: Satisfactory completion of ENGL 50.
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Examine interrelationships of people throughout the world through discussion and analysis of our folk heritage. Folk-themes and symbolism in literature also will be discussed.

Field trips might be required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU, UC) General Education: (MJC-GE: C ) (CSU-GE: C2 ) (IGETC: 3B )

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Definitions and examples of folklore
   B. Definitions and examples of folk groups
   C. Folklore field trip methods
   D. Interview techniques
   E. Research techniques
   F. Myths and legends
   G. Folktales
   H. Folksongs
   I. Ballads
   J. Folk music
   K. Superstitions
   L. Customs and festivals
   M. Folk dances and drama
   N. Folk gestures
   O. Folk games
   P. Folk architecture
   Q. Folk crafts and arts
   R. Folk costumes
   S. Folklore literature

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of ENGL 50.

2. Advisories

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. Requisite Skills
Before entering the course, the student will be able to:

a. Comment on and analyze reading selections in directed class discussions.

b. Write compositions as assigned, employing sound rhetorical and organizational skills.

c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lead lectures and discussions

2. Give quizzes on text and lectures

3. Assign brief written reports on projects

4. Assign brief written reports on library research

5. Present videos and films

6. Present audio recordings

7. Invite guest speakers and performers

8. Assign field trips

9. Assign class projects

10. Assign essay exams on assigned reading

11. Test students’ ability to identify relevant primary and secondary folklore resource materials and to document them in an approved, standard format

12. Instruct students on how to plan and conduct individual interviews and record them in proper written or taped format

13. Instruct students on how to plan, experience, and present a written report on individual field trips

14. Lecture on how to plan and execute individual projects and present step-by-step procedures and analysis of findings in a written report

15. Guide students through the process of demonstrating the validity of a hypothesis in a written report detailing the a. collection of relevant data b. presentation of the research findings c. postulation of a hypothesis, based on the analysis and interpretation of the data d. problem statement e. analysis of the problem
E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   Students typically will be assigned

   a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

   b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

   c. Preparation for in-class essays, quizzes and exams, such as a midterm or final.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   a. Pick a character from one of the folktales we have read and discuss the qualities you see that make the hero or heroine truly heroic. You must define what it means to be heroic and use specific examples from a tale, discussing how the hero or heroine has the specific qualities it takes to be a hero.

   b. Alan Dundes discusses the significance of identifying both the context and function of folklore. He argues it's not enough to just collect folklore. A good folklorist will identify and discuss how that lore functions within a given context. Keeping this in mind, choose 2 folktales we've read and write a 2 page response paper on how each tale functions—that is, discuss what the tale teaches readers/listeners. How might you apply this lesson to your own life?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   understand folklore as it exists in their own culture as well as different cultures around the world. Have an appreciation of folklore and its impact on customs, myths, and legends.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

   1. **Required Learning Goals**

      *Upon satisfactory completion of this course, the student will be able to:*

      a. Define the term "folk" in order to identify the bearers of folk traditions
b. Define the term "lore" in order to distinguish folklore from other types of learning

c. Identify five major characteristics of folklore in order to distinguish true folklore from other kinds of transmitted knowledge

d. Classify folklore in the broad categories of oral, customary, or material, along with their sub-categories, to facilitate analysis and comparison of the folklore collected

e. Identify and trace steps in interviewing informants identified as probable bearers of folklore

f. Identify and trace the steps in the method of scientific inquiry in collecting folklore for analysis and comparison

g. Plan and conduct a personal interview demonstrating a clear recognition of
   a. proper identification of potential folklore informants
   b. correct identification of folk materials
   c. appropriate interviewing techniques
   d. correct method of scientific inquiry

h. Find and document secondary resources in order to
   a. demonstrate correct library research procedures
   b. provide relevant comparative data

i. Plan and execute folklore field projects demonstrating the ability to
   a. formulate a problem statement
   b. analyze the problem stated
   c. collect relevant data
   d. present the research findings
   e. postulate a hypothesis based on the analysis and interpretation of the data

j. Read and discuss folklore literary works

k. Prepare analytical papers based upon the reading and discussion of folklore literary works

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. Tests and quizzes
   2. Reports of field trips
   3. Chapter Questions
   4. Response Papers
   5. Essays
   6. Group Projects
   7. Oral Presentations
   8. Midterm

B. SUMMATIVE ASSESSMENT

   1. Oral presentations/demonstrations
   2. Final