

## Term Information

Effective Term Autumn 2022  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose English 2367.05 as an option for students to satisfy a requirement in Lived Environments under the new GE.

### What is the rationale for the proposed change(s)?

Writing about the U.S. Folk Experience satisfies learning outcomes in Lived Environments in the new GE.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367.05  
Course Title Writing about the U.S. Folk Experience  
[Previous Value](#) *The U.S. Folk Experience*  
Transcript Abbreviation US Folk Experience  
Course Description Concepts of American folklore and ethnography; folk groups, tradition, and fieldwork methodology; how these contribute to the development of critical reading, writing, and thinking skills in the context of lived environments.  
[Previous Value](#) *Concepts of American folklore & ethnography; folk groups, tradition, & fieldwork methodology; how these contribute to the development of critical reading, writing, & thinking skills. Only one 2367 (367) decimal subdivision may be taken for credit.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
[Previous Value](#) 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** *Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prerequisite: English 1110  
**Previous Value** *Prereq: 1110.01 (110.01) or equiv, and Soph standing; or EM credit for 1110.01 (110.01) or equiv; or a declared major in English.*

**Exclusions** Not open to students with credit for 2367.01 (367.01), 210, 267, 267H, 301, 303, or equiv.  
**Previous Value**

**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 23.1402  
**Subsidy Level** General Studies Course  
**Intended Rank** Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Level 2 (2367); Social Diversity in the United States; Lived Environments  
The course is an elective (for this or other units) or is a service course for other units

**Previous Value**

*General Education course:  
Level 2 (2367); Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Students will practice both traditional text-based research and ethnographic fieldwork as they develop critical thinking, reading and writing skills.

**Previous Value**

**Content Topic List**

- Practice of composing
- Rhetorical analysis
- Study of literacy/literacies
- Peer review
- Revising
- Editing

**Sought Concurrence** No

**Attachments**

- WritingUSFolk\_Proposal.docx: Proposal  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- WritingUSFolk\_ThemeForm (1).pdf: GE Submission Form Lived Environments  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- WritingUSFolk\_Syllabus.docx: Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- WritingUSFolk\_Syllabus (1).doc: Syllabus Revised  
*(Syllabus. Owner: Lowry, Debra Susan)*
- WritingUSFolk\_ThemeForm (2).pdf: GE Submission Form Revised  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*

**Comments**

- Please see Panel feedback email sent 10/08/2021. *(by Hilty, Michael on 10/08/2021 01:05 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	09/13/2021 05:01 PM	Submitted for Approval
Approved	Lowry, Debra Susan	09/13/2021 07:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/21/2021 03:43 PM	College Approval
Revision Requested	Hilty, Michael	10/08/2021 01:05 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	11/16/2021 11:13 AM	Submitted for Approval
Approved	Lowry, Debra Susan	11/16/2021 11:13 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/07/2021 02:45 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/07/2021 02:45 PM	ASCCAO Approval

# English 2367.05: Writing about the U.S. Folk Experience

## General Education Course Proposal

### *Proposal Information*

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- **Proposed Number:** 2367.05
- **Proposed Title:** Writing about the U.S. Folk Experience
- **Proposed GE Category:** Lived Environments (Theme)
- **Proposed Embedded Literacies Category:** Advanced Writing
- **Proposal Type:** Existing
- **Proposal prepared by:** Christa Teston and Beverly Moss

### *Description, Rationale, and Links to Other English Classes*

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English 2367.05, in general, is an advanced writing course designed to help students become stronger writers and stronger critical thinkers. Toward that end, the course mobilizes folklore as the critical “lens” through which students will do this writing and thinking. Folklorists study cultural expression that is presented in a variety of different forms. In this class, students will examine the experiences, traditions, and expressive and material culture of everyday Americans from diverse groups and subcultures. They will look at definitions of folklore and talk about how to “read” culture. Subsequent reading assignments will provide background on folklore studies and methodology and will also be examined carefully as pieces of writing. This will help students discover how folklorists study culture and what language and strategies they use when presenting information about culture.

In this three-hour, advanced writing course, students will continue to develop and refine skills in analysis, research, and composition. The writing assignments for the course will range from relatively informal, short ethnographic observations to analyses of academic texts and “texts” of folklore (oral, material or behavioral). In addition, students will practice both traditional text-based research and ethnographic fieldwork as they develop critical thinking, reading and writing skills. Their work as writers will include generating multiple drafts for formal writing assignments as well as providing feedback to peers throughout their drafting process.

As a 2000-level, writing-intensive course, 2367.05 will appeal to students outside the major who enjoy reading, researching, and writing about the everyday practices of specific cultures.

### *Relevance to the GE Category*

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This class will effectively address the expected learning outcomes for Lived Environments theme.

Theme: Lived Environments		
Goals	Expected Learning Outcomes	Related Course Content
<b>GOAL 1: Successful students will explore a range of</b>	<b>Successful students are able to ...</b>	<b>In this course, students will ...</b>

<p><b>perspectives on the interactions and impacts between humans and the various kinds of environments in which humans live.</b></p>	<p><b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.</p>	<p><b>1.1</b> Read/view/listen to examples of folklore from folklorists that explore the lives and traditions of cultural groups</p>
	<p><b>1.2</b> Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.</p>	<p><b>1.2</b> Examine works in folklore that present perspectives on U.S. cultural groups' experiences, traditions, and discourses within specific environmental contexts.</p>
<p><b>GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</b></p>	<p><b>2.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p><b>2.1</b> Read folklorists' texts and engage in research that analyzes particular cultural groups' interactions with their communities (literal and figurative) and how those interactions shape cultural attitudes, beliefs, values, and behaviors.</p>
	<p><b>2.2</b> Describe how humans perceive and represent the environments with which they interact.</p>	<p><b>2.2</b> Describe how specific cultural groups in the U.S. perceive and represent their communities through examining these groups' expressive and material culture.</p>
	<p><b>2.3</b>-Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p><b>2.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses about and within cultural groups and their communities.</p>

**Staffing**

This course will be primarily taught by GTAs and lecturers specializing in Folklore.

**Syllabus Status**

Attached.

Instructor: Martha C. Sims

[sims.78@osu.edu](mailto:sims.78@osu.edu)

Office: 570 Denney Hall

office hours: Mon. 12:30-1:45pm, Wed. 3-4:15pm, and Wed. &amp; Fri. 11:45am-1:00pm

(Other days and times possible by appointment.)

English Dept. main office phone: 292-6065 (messages only)

### Writing (in) the U. S. Folk Experience

**Course Description:** English 2367.05, in general, is an advanced writing course designed to help students become stronger writers and stronger critical thinkers. Toward that end, the course mobilizes folklore as the critical “lens” through which students will do this writing and thinking. We will study cultural expression as it is presented in a variety of different forms.

In class this semester, we will examine the experiences, traditions, and expressive and material culture of everyday Americans from diverse groups and subcultures. As we begin, we’ll consider definitions of folklore and discuss how to “read” culture. All reading assignments will provide background on folklore studies and its methodology. These texts will help us understand how folklorists study culture and know what language and strategies they use when presenting information about culture.

In this three-hour, advanced writing course, students will continue to develop and refine skills in analysis, research, and composition. The writing assignments for the course will range from relatively informal, short, ethnographic observations to analyses of academic texts and “texts” of folklore (oral, material or behavioral). In addition, you will practice both traditional text-based research and ethnographic fieldwork as you develop critical thinking, reading and writing skills. Your work as a writer will include generating multiple drafts for formal writing assignments as well as providing feedback to peers throughout their drafting process.

As a composition teacher, I believe it is important for writers to read work of other writers (both published writers and peers), practice writing in different styles and genres, and discuss ideas with others to develop critical language and argument skills. Writing is, in some ways “thinking on paper,” so your reading, participating in class discussions, and writing all will contribute to your development as a writer. As a folklorist, I believe these discussions will benefit us in our study of and writing about culture, its beliefs, its values, and its identity.

By the end of this writing course, students will have written

- *A variety of texts, including at least one researched essay, with opportunities for response and revision*
- *A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work*

As a GE course, English 2367.05 fulfills the learning outcomes associated with the “Lived Environments” Theme (see Table 1). Within the Lived Environments theme, this course conceives of environments as both human and nonhuman—i.e. including interactions between human communities and material environments.

Table 1. English 2370 Lived Environments Theme Goals, Learning Outcomes, and Course Content

Theme: Lived Environments
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Goals	Expected Learning Outcomes	Related Course Content
<p><b>GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and the various kinds of environments in which humans live.</b></p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.</p>	<p><b>In this course, students will ...</b></p> <p><b>1.1</b> Read/view/listen to examples of folklore from folklorists that explore the lives and traditions of cultural groups</p>
	<p><b>1.2</b> Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.</p>	<p><b>1.2</b> Examine works in folklore that present perspectives on U.S. cultural groups' experiences, traditions, and discourses within specific cultural contexts.</p>
<p><b>GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</b></p>	<p><b>2.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p><b>2.1</b> Read folklorists' texts and conduct research about cultural groups' interactions with human and nonhuman environments, paying special attention to how those interactions shape cultural attitudes, beliefs, values, and behaviors.</p>
	<p><b>2.2</b> Describe how humans perceive and represent the environments with which they interact.</p>	<p><b>2.2</b> Describe how specific cultural groups in the U.S. perceive and represent their communities through examining these groups' expressive and material culture.</p>
	<p><b>2.3</b>-Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p><b>2.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses about and within cultural groups and their communities.</p>

### REQUIRED TEXTS

- Tuleja, Tad, editor. *Usable Pasts: Traditions and Group Expressions in North America*. Utah State UP, 1997.
  - A hard copy of *Usable Pasts* is on reserve for our class in the 18<sup>th</sup> Ave. Library. We will be working closely with these (and other) readings in class, so if you use digital options or read from the copy on reserve, please make sure you have access to the day's readings in class.

- Digital copies of *Usable Pasts* are also available through the OSU library. There are several copies you can access; at least one is available in only 2-hour chunks. (You'll need to use your name.# and password to access it.)
- It is also available (for download) via a link at the following address:  
[https://digitalcommons.usu.edu/usupress\\_pubs/62/](https://digitalcommons.usu.edu/usupress_pubs/62/)
- Regardless of the form in which you access and read it, we will be working closely with these (and other) readings in class, so if you use digital options or read from the copy on reserve, please make sure you have access to the day's readings in class.
- Holdstein, Deborah H., and Danielle Aquiline. *Who Says? The Writer's Research*. 2<sup>nd</sup> ed., Oxford UP, 2017.
- A grammar/usage handbook of your choice (including online resources)
- Additional texts available on Carmen or online (some titles appear in the daily schedule; others will be identified and noted as the interests of class members become clear)

**Additional Texts:**

- Articles indicated as *available in Carmen* will be uploaded (pdf) to the course's Carmen site, in Modules.
- Articles indicated as *available online* will be noted by bibliographic entries (in MLA format) in Carmen. You will need to look these up using the library databases. There are several reasons I ask you to find the articles in this manner rather than providing them to you as pdf files (or providing links to them). Most important to me, as a teacher, is that you become familiar with searching for articles through the databases since the databases are full of valuable resources for not only this class but also for other classes that ask you to research and/or write essays incorporating source material. In particular, because Writing Project 2 requires you to investigate a topic of your choosing, practice using the databases will be beneficial to prepare you for that.

**COURSE POLICIES and ASSIGNMENT INFORMATION****Formal Writing:**

There will be two major writing assignments (both require multiple drafts and revision; one incorporates several polished sections that will require multiple drafts) and a final exam essay. These assignments will require reading, researching (both traditional and ethnographic research) and analysis of various written and cultural texts. An overview of these assignments is currently available in Carmen. More detailed information about them will be provided (in Carmen and class) once we begin work on them.

**Informal Writing:**

This course is a composition course and as such will involve extensive informal writing designed for you to practice various writing skills. This writing will be done both inside and outside of class and include various types of writing about readings and write-ups of fieldwork observations.

One specific informal writing requirement will be **responses to readings**. For **each of the folklore content readings** assigned, I will ask you to write in class at the beginning of the class



period (approximately 10 minutes) and occasionally at the end of class, following our discussion. (Sometimes I will ask you to include/note questions you bring to class about the reading.) The readings I consider **content** are those about folklore itself, not those about folklore methodology. These will include all the *Usable Pasts* readings, several of the other readings in the first part of the term and the TBA readings in the second part of the term. Some days I may provide specific questions to which I would like you to respond, and other days, I will ask you to respond more generally, possibly in the vein of these questions. (Regardless, the following are good questions to consider as you read.)

- In what way does this practice/essay challenge my ideas about culture?
- How does this practice allow the folk to express themselves within and/or outside their own group?
- What is puzzling or intriguing about the folklore?

In addition to these short in-class reading responses, informal writing assignments will consist of several short (1-2 pp.) fieldwork write-ups; a few written assignments to support collaborative discussions and discussion facilitating; and a research journal.

**Class Engagement** (participation and attendance): As an active participant in class, you are expected to respond to classmates' drafts, involve yourself in class discussions, and demonstrate your reading, thinking and writing skills on a regular basis through face-to-face interaction and informal writings. Obviously, if you are not in class and have not completed the reading assigned for the day, it will be difficult for you to demonstrate these skills. Therefore, attending class is essential to proving that you are the intelligent, curious, devoted student you would like me to believe you are. Using your argumentation skills to convince me that you have/had a compelling reason to not attend class will not demonstrate those skills in the same way.

Not only the quality of your work (written and oral) but also the manner in which you work with your classmates is important. Regular attendance and participation (in small groups, peer responding, full class discussions, etc.) is important. Equally important is coming to class *on time*. Repeated and/or excessive tardiness is not only inconsiderate to your classmates and me, but it also will affect your course grade. Being on time and ready for class is your responsibility. Your classmates and I must be able to count on you as a member of this class who will participate in discussions and contribute to others' success with writing projects.

*Beginning with your fourth unexcused absence, each unexcused absence will **lower your course grade one-third letter**.* Three tardies equal one unexcused absence. In the case of illness, a physician's note will excuse you and allow you to complete the work for a grade. Other excused absences, according to university policy, include religious holidays, death in the family, jury duty, and official college competitions. For such absences, written notification is expected.

In the case of a true emergency because of which an absence is unavoidable, email me immediately, **before class**.

### **Grade Breakdown**

Analysis of place-based tradition (WP1), 4-6 pages	15%
Ethnographic Research Project (WP2) <i>includes the following</i>	45%

Project Proposal, 1-2 pages	5%
Annotated bibliography, typically at least 3 pages	10%
Fieldwork observations (related to WP2; at least 10 pages, informal)	10%
Analytical fieldwork essay, 8-10 pages	20%
Informal Writings (reading responses, fieldwork write-ups, research journal)	15%
Group Presentation & Discussion Facilitation	5%
Engagement (class participation, in-class writings, peer reviews)	10%
Final Exam Essay (a thoughtful response to one or more course readings or a thorough reflection on your work as a writer this term), 2-4 pages	10%

**Grade Scale:**

A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	60

**I will accept no work due on a day for which your absence is unexcused nor will you be allowed to make up work completed in class on that day. In addition, work submitted “on time” to a Carmen folder that is necessary for a particular day’s class discussion or activity will not count if you are absent for the related class meeting. This includes all drafts of formal writing assignments (WP1 or WP2 elements).**

As a general rule, late assignments will not be accepted. Carmen submissions are set as due when the assignment is due. Late assignments are automatically labeled as late in the Carmen system. If you believe you have good reason for not submitting an assignment on time, it is up to you to contact me to appeal your case. *Please do not send assignments by email as I do not accept emailed assignments.* If we negotiate an opportunity for you to submit the assignment for a letter grade, the final grade will be reduced one full letter grade for each day past the due date (for example, B- becomes C-). **Preliminary drafts of major writing assignments submitted in time will not receive instructor feedback if you are absent—and unexcused—on the day the draft is due.**

All documents uploaded to Carmen must be uploaded as Word documents (2003 or later) unless otherwise indicated. **I will accept no writing assignments via email.**

**Class Cancellation Policy:**

In the unlikely event I need to cancel class, I will contact the class via Carmen message Inbox. In addition, I will post a notice in Carmen Announcements as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting. Be sure your settings for Carmen are current so you receive these messages. (Please assume that reading assignments will move forward as they appear on the syllabus, just in case.)

If you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources, you can visit the reference desk on the first floor of Thompson Library. You can also visit [libanswers.osu.edu](https://libanswers.osu.edu) and use the contact information there to call, email, or chat with a reference team.

### **UNIVERSITY POLICIES AND SERVICES**

**Writing Center:** All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. Appointments are available in-person at various locations on campus as well as online. Please visit <https://cstw.osu.edu/writing-center> to access the online scheduler or call 614-688-4291 to schedule. The Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library behind the reference desk.

**Office of Student Life Disability Services:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**The Student Advocacy Center** is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Their office is located at 001 Drackett Tower, 191 W. Lane Ave. Reach them by calling 614-292-1111 or by emailing [advocacy@osu.edu](mailto:advocacy@osu.edu).

**Mental Health Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events many lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is

suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> floor of the Younkin Success Center and 10<sup>th</sup> floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Additional 24-hour crisis services include NetCare Access, 614-276-2273, and OSU Hospital Emergency Department, 614-293-8333.

**Plagiarism:** Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Daily Syllabus:** Assignment dates are subject to change depending on research needs, student needs, and classroom interaction. Changes will be noted both in class and through Carmen “Announcements.”

Please be sure to read assigned readings in preparation for discussion in class. For example, by class time Wed., Jan. 9, read “What is Folklore” and “Folklore” and be prepared with questions and ideas for class discussion.

### **Week One: Introduction to the Course and Definitions of Folklore**

- 1-7 brief outline of course projects and goals  
first-day writing sample (include ‘What is your grade goal? How will you achieve it?’)
- 1-9 DISCUSS: “What is Folklore” (from the American Folklore Society website), available at <http://www.afsnet.org/?page=WhatIsFolklore> and the chapter “Folklore” (from *Living Folklore*, 1<sup>st</sup> edition), available in pdf in Carmen
- 1-11 continue discussion of folklore definition and principles and introduce “Building an Analytical Framework” assignment (see *Who Says?*, p. 100 on summ., paraph., quot.)  
DISCUSS writing strategies (about readings); in-class WRITING about research

### **Week Two: Exploring Tradition and its Connection to Place**

- 1-14 DISCUSS: *Usable Pasts*: “Newell’s Paradox Redux” (Mechling 140-155)  
talk about practices of folklore research
- 1-16 DISCUSS: “Prologue,” *Mapping the Invisible Landscape* (available in Carmen)  
Writing Project 1 introduced
- 1-18 DISCUSS: *Usable Pasts*, “Appropriation and Counterhegemony in South Texas: Food Slurs, Offal Meats, and Blood” (Montaño 50-67)  
continue talking about practices of folklore research

### **Week Three: Exploring Tradition & Place and Examining Writer’s Strategies**

- 1-21 **MLK Day: no classes**
- 1-23 DISCUSS: *Usable Pasts*: “‘Up Here We Never See the Sun’: Homeplace and Crime in Urban Appalachian Narratives” (Williams 215-231)
- 1-25 In class: writing about readings, focus on *Usable* authors’ strategies  
(examination of readings: style, tone, language, purpose, audience, organization)  
DISCUSS writing strategies: thesis statements and introductions

### **Week Four: “Finding” Folklore through Fieldwork and Framing Its Presentation**

- 1-28 DISCUSS: *Usable Pasts*: “Shell Games in Vacationland: Homarus Americanus and the State of Maine” (Lewis 249-273)  
examine and discuss fieldwork strategies seen in *Usable Pasts*
- 1-30 DISCUSS: three Jackson chapters on fieldwork (available in Carmen)
- 2-1 “Building a Framework” mini-presentations and discussion

### **Week Five: Writing about Fieldwork//Recording Fieldwork in Writing**

- 2-4 DRAFT DUE: WP1 (1<sup>st</sup>); peer responding

Select groups/readings for discussion facilitation

REVIEW: *Who Says?*, Ch. 2, "Says Who? The Writer's Authority, the Writer's Voice," & pp. 46-7

- 2-6 DISCUSS: *Writing Ethnographic Fieldnotes* selection (available in Carmen)  
Discuss fieldwork strategies & fieldnote writing; [public observation \(FW1\)](#) assigned  
Writing Project 2 introduced
- 2-8 Small group work: examination of *Usable* introductions (please review and bring your notes) and workshop for WP1 intros

### Week Six: Writing about Research (fieldwork and scholarly sources)

- 2-11 DRAFT DUE: WP1 (2<sup>nd</sup>); peer responding (particular attention to organization)
- 2-13 workshop WP1 drafts (identify one concern from your peer reviews)  
Discuss annotations and draft for *Usable* readings (links to examples on Carmen)
- 2-15 DISCUSS: *Usable Pasts*: "Through Navajo Eyes: Pictorial Weavings From Spider Woman's Loom" (Peake 24-49)  
Group 1 facilitation-presentation  
(Group 1 annotated bibliography due no later than 11:59pm, Mon. 2-18)

DRAFT DUE: WP1 (final) posted to Carmen no later than 11:59pm, Sunday, 2-17

### Week Seven: Research in Action: Spotlight on Fieldwork

- 2-18 DISCUSS: AFS statement on ethics (online) and Toelken article (in Carmen)  
[narrative transcription \(FW2\)](#) assigned: questions and stories; ethics doc (grp)
- 2-20 DISCUSS & PRACTICE: Writing about material culture, how to look and ask
- 2-22 Discuss practical fieldwork concerns (trouble shoot fieldwork write-up)  
Continue examination of writing about material culture; [object obs. \(FW3\)](#) assigned  
Explore technology options ([RJ 10-min freewrite](#))

### No later than Sunday, Feb. 24:

DRAFT DUE: WP2 proposal due to Carmen no later than 11:59pm

WRITE: [post FW1 \(public space observation\)](#) to Carmen (discussion) by 11:59pm

### Week Eight: Research as Support and Exploration

- 2-25 DISCUSS: *Usable Pasts*: "How Texans Remember the Alamo" (Grider 274-292)  
Group 2 facilitation-presentation  
REVIEW (for Wednesday) classmates' fieldnote write-ups (in Carmen)
- 2-27 In-class workshop: moving into the field—questions for yourself and consultants  
**\*\* 2-28 "Slender Man and the Experience of the Supernatural," a lecture by Andrea Kitta 4:30-6pm\*\***
- 3-1 In-class workshop: Scholarly research—the "wide net" approach  
documentation overview and pointers ([RJ 10-min free-write](#))  
REVIEW: *Who Says?*, Chapters 1, 3, 5, & 6

WRITE: [post transcription \(FW2\)](#) to Carmen discussion no later than 6pm Sunday, 3-3

READ: transcriptions posted to discussion and select a few to discuss in class Monday

**Week Nine: Describing Culture**

- 3-4 DISCUSS: transcriptions and representation of language  
**REVIEW: *Who Says?*, Chapter 7 & 9**
- 3-6 DISCUSS: *Usable Pasts*: "The 'Giving' of Yiddish Folksongs as a Cultural Resource" (Saxe 120-135)  
Group 3 facilitation-presentation
- 3-8 In-class workshop: describing a focused cultural scene  
DRAFT DUE: WP2 working bibliography due to Carmen no later than 11:59pm

**Break Week: March 11-15:** I will be reviewing and responding to working bibliographies over break. Let me know (in writing via email, please) if you would like it reviewed early in the week.

**Week Ten: Rhetorical Strategies for constructing the argument**

- 3-18 In class: discuss *UP* essays' balance of primary, secondary and fieldwork research
- 3-20 DRAFT DUE: WP2 "raw" fieldnotes due; **(RJ 10-min freewrite)**  
In class: rhetorical strategies for using evidence in researched arguments
- 3-22 In-class workshop: Writing an annotated bibliography

WRITE: **post material culture write-up (FW3)** to Carmen discussion no later than 6pm Sun., 3-24

**Week Eleven: Rethinking and re-approaching research**

- 3-25 DRAFT DUE: WP2 fieldnotes due; peer review fieldwork needs  
In class: how to shape primary research as evidence (referencing classmates' **FW3**)
- 3-27 DISCUSS: *Usable Pasts* or online article TBA  
Group 4 facilitation-presentation
- 3-29 DRAFT DUE: WP2 *annotated* bibliography; peer review (brevity & evaluation)

**Week Twelve: Rhetorical Strategies for constructing the argument**

- 4-1 In-class workshop: incorporating different types of research  
**REVIEW: *Who Says?*, Chapter 8 & 10**
- 4-3 DISCUSS: *Usable Pasts* or online article TBA  
Group 5 facilitation-presentation
- 4-5 Conferences on WP2 work

**Week Thirteen: Integrating research and finding meaning**

- 4-8 DRAFT DUE: WP2 analytical fieldwork essay; peer review (focus on balance)  
DRAFT DUE: WP2 analytical fieldwork essay to Carmen no later than 6pm
- 4-10 DISCUSS: *Usable Pasts* or online article TBA  
Group 6 facilitation-presentation
- 4-12 In-class workshop: return to integration—subheadings, breaks, development  
Using what you've discovered to shape the essay's presentation

**Week Fourteen: What's your theory? What's the folklore?**

- 4-15 DISCUSS writing strategies: Writing conclusions

4-17 DRAFT DUE: WP2 annotated bib.; peer review, last minute edits & component check  
**FINAL DRAFT of ANNOTATED BIBLIOGRAPHY for WP2 due by 11:59pm**

4-19 DRAFT DUE: WP2 analytical fieldwork essay; peer responding, discussing conclusions  
and concluding

**RESEARCH JOURNAL for WP2 due by 11:59pm**

### **Week Fifteen**

4-22 last day of 2019 Spring Semester classes

DRAFT DUE: WP2 draft due: putting together the WP2 “package” and examining  
elements of polish—MLA, headings and titles, etc.

DRAFT DUE: WP2 (final) posted to Carmen no later than 11:59pm, **Tues. 4-23**

**FINAL EXAMINATION ESSAY** (to be posted to Carmen)

Exam Essay due no later than Friday, April 26 by 11:45am

I will send an email confirming that your exam appears in Carmen by 6pm Friday.



**WRITING PROJECT 1** (4-6 pp., double spaced)

Analytical essay, integrating description, explanation and analysis. This assignment for 2367.05 requires you to analyze a place-based tradition with which you are personally familiar (one you have practiced or still do practice). In writing about this tradition, you will draw (from memory) on details of the event to describe it. The essay should incorporate a framework for analyzing the event and writing about it as a meaningful tradition connected to place as it shapes and reflects identity. That framework and the analysis will be developed based on your growing knowledge of folklore definitions and practices, and relying on our readings and discussions and the “Building a Framework” assignment. (Several drafts are required for this writing project.)

**WRITING PROJECT 2** (two formal components, requiring multiple drafts, totaling 11-14 pp., and a 1-2 pp. proposal; and two informal components—fieldnotes (approx. 10 pp.) and a process journal, 5-6 pp.)

Fieldwork investigation, supported by scholarly research and analysis of related scholarly research. This assignment requires you to perform both primary and secondary research and incorporate that research into an essay. The work will be completed in discrete parts and integrated into a developed essay. Research in scholarly journals and texts (print and digital sources, including various media, accepted) and fieldwork research (examination of material texts, behaviors and/or narratives, possibly including data collected from interviews) is required.

- To become familiar with scholarly research related to the topic you are investigating, you will read and annotate at least 5 scholarly sources connected to the WP2 topic. These annotations must include summary and evaluation of each source as it relates to your primary research and will be essential in developing a theory about the folklore you are examining.
- You will research in the field, observing cultural texts; observing and perhaps participating in folklore; interviewing participants of/in the folklore and/or making audio-recordings of events and interactions. This research will be documented in writing both in fieldnotes and in the research journal you keep for your project.
- Two less formal documents will offer ways to make you aware and accountable as you move through the project. You will write a **proposal** to explain what folklore or folk group you are researching. You will keep a **research process journal** to help you keep track of your research and document not only the process, but also pitfalls and epiphanies in the process. This research journal will also help you think through your fieldwork and connections between fieldwork and traditional research.
- The research you perform will be integrated into an analytical essay describing the folklore, considering it in context of previous and current folklore research, and drawing some conclusions or at least posing analytical questions about the significance of the folklore to those who practice it. (Several drafts are required for the analytical essay.)

**FINAL EXAM SHORT ESSAY** (2-4 pages, double spaced, polished and edited)

This short essay, written outside class as a one-shot, no-revision essay, will draw on work completed throughout the semester. You will have the choice of writing about one or more of the texts we have read and discussed or writing about scholarly and/or rhetorical choices you made in your own research and writing process.

**INFORMAL WRITING ASSIGNMENTS** (Multiple drafts are not required for these assignments.)

- Responses to readings
- Three brief (1-2pp) fieldwork write-ups (to provide practice in fieldwork documentation)
- Research journal (chronicling WP2 process)
- “Building a Framework” expanded definition of tradition (collaborative)

- Annotated bibliography for discussion facilitation (collaborative)

#### IN-CLASS WRITING ASSIGNMENTS

These are designed to introduce and help you process thematic concepts and definitions as well as play with and/or practice writing strategies. These vary in point values (5 or 10 each) depending on the complexity of the writing/thinking task.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the 1**

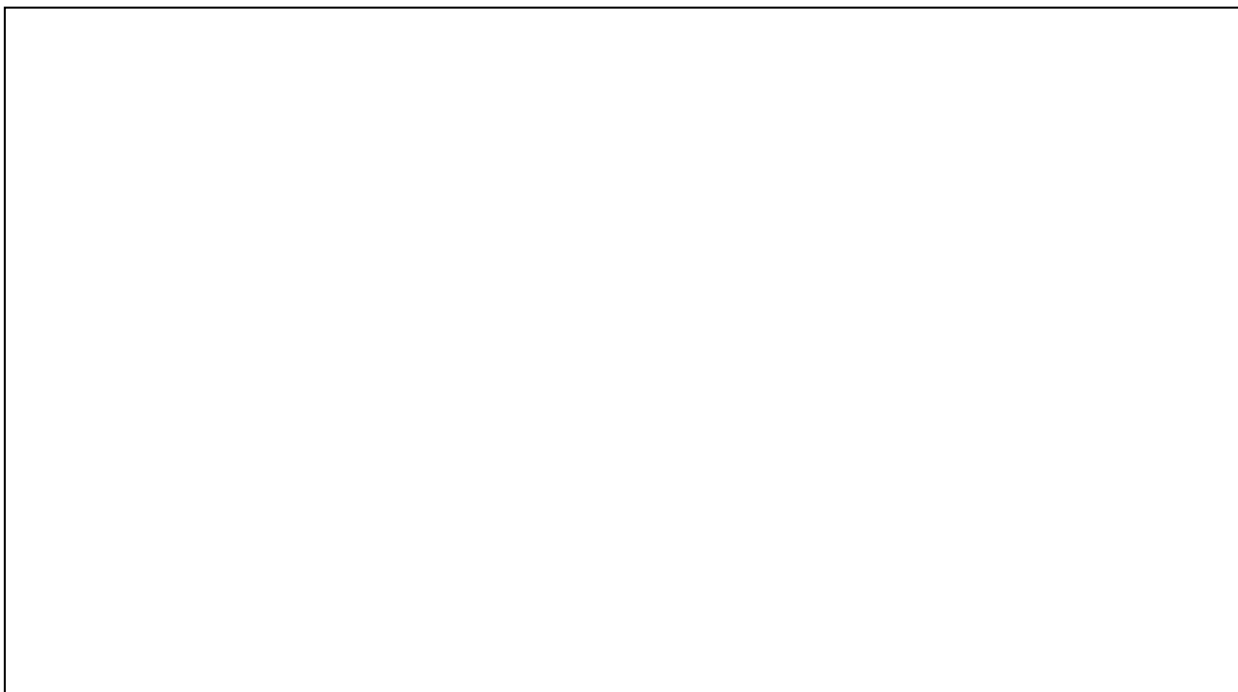
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

