



“Developing a World of Learners Through Knowledge, Leadership and Life-long Learning”

COURSE NUMBER: COMM 5110.01	COURSE TITLE: American Folklore	TERM: Summer, 2006
SITE: Webster Hall	INSTRUCTOR CONTACT INFORMATION: Marlene Birkman, Ph.D., Professor, Learning and Communication Arts Department 314.968.7094 birkmama@webster.edu or School of Education Office: 314.968.7490 Office Hours: By appointment, Webster Hall 238	CREDIT HOURS: 3

COURSE DESCRIPTION:

AMERICAN FOLKLORE, ITS CHARACTERISTICS AND MOTIFS, IS EXAMINED AND EXPERIENCED. STUDENTS WILL STUDY THE FOLK SAYINGS, STORIES, SUPERSTITIONS, CURES, CUSTOMS, GESTURES, GAMES, SONGS AND ART PRESENT IN THEIR LIVES AND THE LIVES OF ELEMENTARY AND SECONDARY STUDENTS. MEDIA, SPEAKERS, AND ACTIVITIES WILL SURVEY AND CALL UP THE LORE.

LEARNING OUTCOMES:

- Students will increase their knowledge and understanding of the nature and characteristics of folklore.**
- Students will compare and contrast American folklore of the past with that of the present.**
- Students will increase their knowledge of recent books, media, and folklore resources and strategies.**

Students will demonstrate folklore in action and see themselves as part of that action.

Course Outcomes	Program Goals Communication Arts M.A.T.	SOE Goals, SOE Dispositions, MoSTEP, and Professional Standards Addressed
<p>Students will increase their knowledge and understanding of the nature and characteristics of folklore.</p>	<p>Students will refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process. Students will appreciate the need for diversity in life and in the school curriculum.</p>	<p>SOE Goal 1.1: “The knowledgeable learner knows content that supports conceptual understanding.” SOE Goal 4.1: “The responsive educator understands and responds appropriately to issues of diversity.” SOE Disposition 1: “An effective teacher understands and respects self.” SOE Disposition 2.1: “An effective teacher understands, respects, and responds to diversity in a variety of settings.” MoSTEP 1.1: “The pre-service teacher knows the discipline....” NCTE/IRA Standard for the English Language Arts 1: “Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. “</p>
<p>Students will compare and contrast folklore of the past with that of the present.</p>	<p>Students will appreciate the need for diversity in life and in the school curriculum.</p>	<p>SOE Goal 1.1: “The knowledgeable learner knows content that supports conceptual understanding.” SOE Goal 3.1: “The reflective collaborator values and integrates reflection to grow as a professional.” SOE Goal 4.1: “The responsive educator understands and responds appropriately to issues of diversity.” SOE Disposition 2.1:</p>

		<p>“An effective teacher understands, respects, and responds to diversity in a variety of settings.” MoSTEP 1.1: “The pre-service teacher knows the discipline....” MoSTEP 2.2: “The pre-service teacher strengthens prior knowledge with new ideas.” NCTE/IRA Standard for the English Language Arts 2: “Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.”</p>
<p>Students will increase their knowledge of recent books, media, and folklore resources and strategies.</p>	<p>Students will understand the importance of the various media and arts in the communication process.</p>	<p>SOE Goal 1.2: “The knowledgeable learner applies tools of inquiry to construct meaningful learning experience.” SOE Goal 2.2: “The informed instructor understands and uses a range of instructional strategies.” SOE Goal 2.3: “The informed instructor uses a variety of communication modes, media, and technology to support student learning.” SOE Disposition 1.2: “An effective teacher embraces an openness to change.” SOE Disposition 1.3: “An effective teacher exhibits curiosity.” MoStep 1.2: “The pre-service teacher presents the subject matter in multiple ways.” MoStep 7.4: “The pre-service teacher uses a variety of media communication tools.” NCTE/IRA Standard for the English Language Arts 6: “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and non-print texts.” NCTE/IRA Standard for the English Language Arts 8: “Students use a</p>

		<p>variety of technological and information resources (e. g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.”</p>
<p>Students will demonstrate folklore in action and will see themselves as part of that action.</p>	<p>Students will refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process. Students will promote creative thought and expression through leadership in schools and communities.</p>	<p>SOE Goal 1.1: “The knowledgeable learner knows content that supports conceptual understanding.” SOE Goal 2.2: “The knowledgeable learner understands and uses a range of instructional strategies.” SOE Goal 3.1: “The knowledgeable learner values and integrates reflection to grow as a professional.” SOE Goal 4.1: “The responsive educator understands and responds appropriately to issues of diversity.” SOE Disposition 1: “An effective educator understands and respects self.” SOE Disposition 2: “An effective educator understands and respects others.” SOE Disposition 3.4: “An effective educator accepts academic rigor.” SOE Disposition 3.5: “An effective educator affects change with courage and confidence.” MoStep 1.1: “The pre-service teacher knows the discipline....” MoStep 7.1: “The pre-service teacher models effective verbal/non-verbal communication skills.” MoStep 7.4: “The pre-service teacher uses a variety of media communication tools.” NCTE/IRA Standard for the English Language Arts 3: “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts....” NCTE/IRA Standard for the English Language Arts 4: “Students adjust their use of spoken, written, and visual language (e.g. conventions, style,</p>

		<p>vocabulary) to communicate effectively with a variety of audiences and for different purposes.” NCTE/IRA Standard for the English Language Arts 7: “Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.” NCTE/IRA Standard for the English Language Arts 9: “Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.” NCTE/IRA Standard for the English Language Arts 11: “Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.” NCTE/IRA Standard for the English Language Arts 12: “Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).”</p>

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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and course expectations.

“Folklore is the material that is handed on by tradition, either by word of mouth or by custom and practice.” --Archie Taylor—

Week 1: Introduction of folk
Course overview and expectations
What is oral tradition?
What is folklore, “fakelore,” “folklure”?
Resources: Classifying lore into Oral, Customary, and Material

Week 2: Sharing of family object
Proverbs: Bring five family proverbs in writing.
Riddles: Bring one in writing.
Games: Type one (who, what, when, where, why) and be prepared to teach and play it.
Bring three folklore books to class.
Read Brunvand 1-7, 18

**MISSOURI: PORTRAIT OF THE PEOPLE
PIZZA, PIZZA, DADIO**

Week 3: What are superstitions?
Bring five in writing. Bring a fetish to class.
Bring a cure in writing.
Adventures, Outside Reading I Due, Brunvand 14

Week 4: Myths, Legends, and Tales: Definitions and Tellings
Brunvand 8, 9, 10

**Joseph Campbell’s THE
POWER OF MYTH
ARROW TO THE SUN
BEARSKIN
HOW THE KIWI LOST HIS
WINGS**

Week 5: Folk Music, Dance, Drama, and Gestures
Adventures
Outside Reading 2 Due
Brunvand 11, 12, 13, 16, 17
Bring a family folk gesture to class.

Bring spoons

**Cora Lippi: Music and Dance
WATER FROM ANOTHER
TIME**

**Week 6: Folk Crafts, Art, and Architecture
Bring three examples
Outside Reading 3 Due (Book)
Course Notebook Due
Brunvand 19, 20, 21**

**ART IS
HANDS OF MARIA
AUNT ARIE**

**Week 7: Customs, Festivals, Costumes, and Food
Family food and recipe exchange
Family Notebook Due
Brunvand 15, 22, 23**

**GARLIC IS AS GOOD AS TEN
MOTHERS**

**Week 8: FOLK FESTIVAL
Pound Party**

“As literalness pervades our lives, more and more the world becomes non-expressive....Life becomes prosaic, losing its vividness and its dramatic quality. It is no longer intrinsically interesting. We do not linger over signposts but hurry on to places they designate.”

----Harry Browdy----

EXPECTATIONS:

- 1. Each student will keep a folklore course notebook divided into Brunvandian categories.**

Observations from text readings, discussions, course and classroom applications should be noted. Handouts must be categorized. (Refer to Brunvand chapters for appropriate notebook divisions.)

2. Each student will keep a family notebook with Brunvand divisions.
3. Each student will identify and experience a folk adventure and imaginatively render it to the class in a five-minute presentation. Appropriate documentation and classification is vital.
4. Each student will submit three outside readings according to the format on distributed documents.
5. Each student will isolate a folklore interest to examine intensively. The range of possibilities for this interest is enormous. Ideas might be uncovered by consulting other folk, the bibliography, a folklore dictionary, The Journal of American Folklore, etc. The outcome of this exploration will be a nine-minute oral presentation at the Folk Festival.

Each pursuit will include the following:

1. A folklore classification -- oral, customary, material lore.
2. The reading of at least three additional sources; one should be book length. (These could, but do not have to be, the outside reading assignments.)
3. A connection to some aspect of the course including definitions and quotations from Brunvand.
4. A bibliography of consulted sources and informants and any handouts for the folks in class.

In order to receive credit, students must submit work on due dates. All work must be satisfactorily completed. If you have any questions, please call me at 968-7094. I hope that each of you will visit with me in my office WH 238.

Marlene Ann Birkman

1. RESOURCES:

Required Text(s): Brunvand, Jan Harold. 1998. The Study of American Folklore: An Introduction. 4th edition. New York: W.W. Norton & Company.

Handouts, Speakers, Joseph Campbell resources, Folks in class, Informants

2. EVALUATION:

Assessments	Links to Course Outcomes	% of Grade
Course Notebook, Folk Adventure, Class Participation, Quizzes	Students will increase their knowledge and understanding of the nature and characteristics of folklore.	30%
Family Notebook	Students will compare and contrast American folklore of the past with that of the present.	10%
Outside Readings	Students will increase their knowledge of recent books, media, and folklore resources and strategies.	30 %
Folk Festival Presentation	Students will demonstrate folklore in action and see themselves as part of that action.	30 %

GRADING SCALE:

Grades:

95-100 A 93-94 A-
88-92 B+ 83-87 B 80-82 B-
78-79 C+ 73-77 C 70-72 C-
68-69 D+ 66-67 D Below 65F

Other

- The syllabus may be changed at the discretion of the professor.
- Incompletes are given upon the discretion of the professor.

3. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty, please consult the Webster University Student Handbook.

4. ACCESSIBILITY/ACCOMODATIONS POLICY:

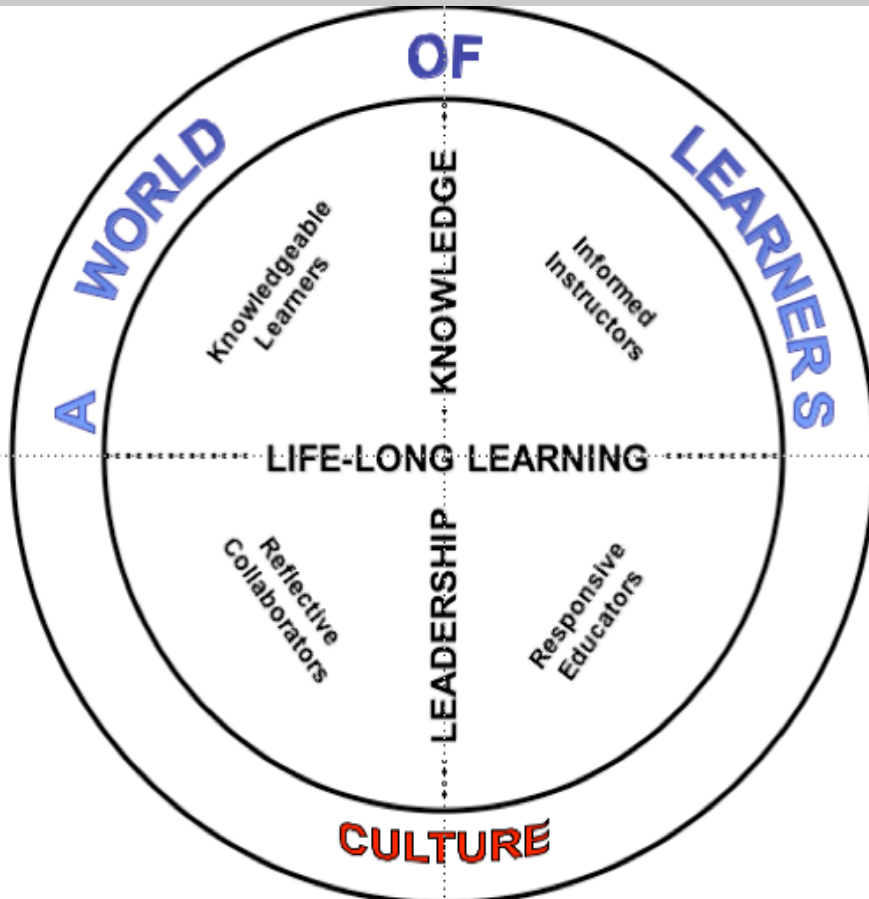
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, contact the Director of the Academic Resource Center at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship. The knowledgeable learner:
 - 1.1. knows content that supports conceptual understanding;
 - 1.2. applies tools of inquiry to construct meaningful learning experiences;
 - 1.3. identifies developmental factors in student learning; and
 - 1.4. understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. The informed instructor:
 - 2.1. designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2. understands and uses a range of instructional strategies;
 - 2.3. uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4. employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities. The reflective collaborator:
 - 3.1. values and integrates reflection to grow as a professional;
 - 3.2. promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3. seeks relationships with families and students to support student learning; and
 - 3.4. initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. The responsive educator:
 - 4.1. understands and responds appropriately to issues of diversity
 - 4.2. acknowledges social and cultural contexts to create effective teaching and learning environments;
 - 4.3. adapts instruction to the learner's knowledge, ability, and background experience; and
 - 4.4. identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence