

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	English
Prefix:	EN G	Number:	476
Title:	Studies in Folklore (Topic: The Legend)		Units: <u>3</u>

Course description: **Surveys the history, genres, and dynamics of folklore, with emphasis on oral traditions. May be repeated for credit when topics vary.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a **permanent-numbered** course with topics? YES

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation:

Mandatory Review: NO

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Larry Ellis E-mail bedwyr@asu.edu Phone 480-965-6139

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Krista Ratcliffe Date: 10 March 2020

Chair/Director (Signature): 

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	476	Topics: The Legend	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	90% of the class grade is determined by essay assignments: 2 Class papers (35% each) and one final essay exam (20%).	See Grade Distribution on p. 4 of the syllabus.
2	Both class papers involve the analysis of the narrative texts in the readings on the syllabus based upon argumentation and the support of secondary sources.	See Paper Assignment Criteria on p. 3 of the syllabus.
3	The class requires the submission of two major class papers, counting for a total of 70% of the class grade	See Paper Assignment Criteria on p. 3 of the syllabus.
4	I return graded paper assignments a week and a half after they are submitted and make it clear throughout the semester that I'm available for individual discussion on any phase of these projects, including the reading of drafts.	I have no documentation to back this up.

**COURSE GUIDELINES AND SYLLABUS
STUDIES IN FOLKLORE: THE LEGEND
ENG 476
FALL SEMESTER 2018**



Instructor: Larry Ellis

Line Number: 81806

Office Hours: Mon 12:30PM-2:30PM
Th 3:15PM-5:15PM
(or by appointment)

Time: TTh 1:30PM-2:45PM

Class Room: LL10 (in the basement)

Phone: 480-965-6139

Office: RBH252
(see map in LINKS)

EMAIL Address: bedwyr@asu.edu

Required Textbooks:

Class Packet (Available at Alphagraphics, 815 West University Drive #101
Tempe, AZ [480] 968-7821)

COURSE GUIDELINES

Description: This class will explore the often misunderstood folk genre of the legend. Legends, highly embellished narratives constructed around a core of factual or believable events, ultimately challenge belief itself in a manner that addresses the needs, concerns, fears, and aspirations of both the teller and the audience. We will analyze historical legends, family legends, supernatural legends, and urban/contemporary legends (among other subgenres) within contexts of history, culture, and spirituality, and employing theories specific to the field of folkloristics.

Attendance: You must attend class on a regular basis to receive credit for this course. There are no excused absences, and I will begin deducting one half letter grade per absence from your final grade after four absences—for example, a person with a final grade of B+ will receive a B if absent for five days, a B- if absent for six days, etc. Even though you are allowed four absences, your Attendance/ Participation grade will be affected by how often you attend. A roll sheet will be passed around at the beginning of each class. It is your responsibility to make sure that you sign the roll sheet. If you come in after the roll sheet has made its rounds, you must sign the roll sheet after class if you want to be counted as present—you will be marked late and downgraded accordingly, but you will get credit for attendance for that day.

Note: *All electronic gadgets (computers, cell phones, etc.) must be turned off and placed below your desks during class time. This includes E-book readers.*

Note: *If I haven't arrived by 15 minutes after the beginning of class, you may assume that class has been cancelled.*

Course Outcomes: Upon successful completion of this course:

- Students will be conversant with the features and dynamics that define the folk genre of the Legend.
- Students will be familiar with the cultural, spiritual, and historical contexts that inform the tales that we focus on.
- Students will be conversant with how the study of mythopoetics, folkloristics, and other theoretical approaches enhances our understanding of the Legend genre.
- Students will have gained an appreciation of the place of narrative folklore in general and the Legend in particular in the canons of English literature.

Extra Credit: For those of you who exceed the maximum number of absences, you may expunge up to three absences with extra credit assignments that will be posted in the last several weeks of the semester. These will be 300 word essay responses to specific questions. Extra credit applies only to those who exceed the maximum number of absences. Assignments will be graded as pass or fail. To pass, you must get at least a B.

Blackboard: We will be using a Blackboard site for the class, but only for several very basic functions (posting of the class syllabus and assignments, information necessary or useful to your participation in the course, and grades). Papers and the final exam will be posted on the site in the ASSIGNMENTS module. Check the ANNOUNCEMENTS frequently for help in navigating the site, for changes in the syllabus and routine, for the cancellation of classes, and for reminders on assignment postings.

University-Sanctioned Activities: If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics, etc.—see me and I'll inform you of your options. You should understand that an absence to attend a university-sanctioned activity is under no circumstances an excused absence and will be counted toward your four maximum absences. However, we will have three extra credit assignments that will give you, and other members of the class, the chance to expunge up to three absences.

Papers: You will have two formal papers. Each will be a literary analysis of one or several of the legend narratives on the syllabus. Specific requirements will be posted in the ASSIGNMENTS module of our Blackboard site. Papers not turned in by 11:59PM on the due date listed on the syllabus will be marked late and downgraded one half of a letter grade (that is, a minus point) for each weekday late. Papers more than one week late will not be accepted for credit, except in the most extreme circumstances. *You must turn in both papers to pass the class.*

Paper Assignment Criteria: Write a literary essay that focuses on the dynamics of the legend in one or more of the works we will be reading/viewing over the course of the semester (Paper #1 will deal with the first half of the semester, Paper #2 with the second half). You may choose your own topic and use the approach of your choice—interpretive analysis, comparison/contrast, explication, or any combination of these—to explore your topic and arrive at your thesis.

Sources/Works Cited: Your paper must have a Works Cited page that contains both the work(s) you're focusing on (We'll call these primary sources) and outside sources that will inform your reading of your primary sources (We'll call these secondary sources). You must use at least three secondary sources. DO NOT USE WIKIPEDIA, STUDY GUIDES (E.G., SPARKNOTES, CLIFFNOTES, SCHMOOP), CLASS LECTURES, CLASS DISCUSSIONS, ENCYCLOPEDIA ARTICLES, DICTIONARY DEFINITIONS, OR OTHER WORKS OF

FICTION (NOVELS, SHORT STORIES, POEMS) FOR YOUR THREE REQUIRED SECONDARY SOURCES.

Format: Format your papers (Margins, spacing, heading, etc.) according to MLA guidelines. Check the OWL Purdue site in MODULES for help on your paper. This will be especially useful for MLA in-text citation and Works Cited page guidelines.

Advice: Write clearly, with close attention to grammar and spelling; Focus your paper upon the development of a clearly stated thesis (this can be done either in your introduction or conclusion); Bring in specific examples from your primary text to back up your points (paraphrase these in most cases); Remember that your main body should be the majority of your paper, so keep your intro and conclusion relatively short.C-2;C-3

Examinations: You will have an online final exam at the end of the semester. Your responses will be in the form of two essays, one long essay and one short essay. *You must take the examination to pass the class.*

Grade Distribution:

Paper #1: 35%

Paper #2: 35%

Final Exam: 20%

Attendance/Participation: 10%C-1

Grading: Letter grades on individual assignment are computed according to the following scale:

A=4.0 A-=3.7 B+=3.3 B=3.0 B-=2.7 C+=2.3 C=2.0
C-=1.7 D+=1.3 D=1.0 D-=.7 E=.3

No Work=0

The following grade scale is used to determine your final grade. Note that your final grade will be calculated and recorded as a straight letter grade (in other words, no plus/minus):

A=3.5-4.0 B=2.5-3.49 C=1.5-2.49 D=.5-1.49 E=.49 and below

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course

failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Incompletes: Incompletes are granted only to students who have completed more than ½ the work of the course, who have a passing grade, and who cannot complete the course due to serious and unavoidable circumstances.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies.

Important Dates:

Drop/Add Period Deadline: 22 August

Course Withdrawal Deadline: 31 October

Complete Withdrawal Deadline: 30 November

SYLLABUS

Assigned readings, exams, and written assignments are due the dates on which they are listed. Assignments may be altered over the course of the semester. Any changes will be announced in class and on Blackboard in advance of original due dates, and it is your responsibility to keep up with them. Readings from the packet are listed by description or title, followed by the word *Packet* and the page numbers in the packet.

Week 1

Thursday, 16 August: Introduction to Class

Week 2

Tuesday, 21 August: Read "Is there a Definition for the Legend?"
(*Packet 1-36*)

Thursday, 23 August: Read "Is there a Definition for the Legend?"
(*Packet 36-75*)

Week 3

Tuesday, 28 August: Read "Legend as Text in Context" (*Packet 76-79*)
Read "Legend Tellers" (*Packet 80-106*)

Thursday, 30 August: Read "The Landscape and Climate of the Legend"
(*Packet 107-138*)

Week 4

Tuesday, 4 September: Read "The Landscape and Climate of the Legend"
(*Packet 138-158*)
Read "Interpreting Urban Legends" (*Packet 159-174*)

Thursday, 6 September: Read "Elvis Alive?" (*Packet 260-269*)

Week 5

Tuesday, 11 September: View Film: *Bubbahotep*

Thursday, 13 September: View Film: *Bubbahotep*

Week 6

Tuesday, 18 September: Read "Psychic Ambiguity at the Legend Core"
(*Packet 198-219*)
Read "Legend: Performance and Truth" (*Packet 175-197*)

Thursday, 20 September: Read "Legend Trips and Satanism" (*Packet 220-239*)

Week 7

Tuesday, 25 September: Read "The Vaginal Serpent" (*Packet 240-259*)

Thursday, 27 September: Read "Lightning Blast Your Crops" (270-281)
Read "Knock Knock" (*Packet 282-294*)

Week 8

Tuesday, 2 October: Read "Letters from the Dead" (*Packet 295-304*)
Read "Northern Ghosts" (*Packet 305-318*)

Thursday, 4 October: Read Medieval Legends (*Packet 319-346*)
PAPER #1 DUE

Week 9

Tuesday, 9 October: **FALL BREAK**

Thursday, 11 October: View Film: *Gothic*

Week 10

Tuesday, 16 October: View Film: *Gothic*

Thursday, 18 October: **CLASS CANCELLED**

Week 11

Tuesday, 23 October:

Thursday, 25 October: Finish Medieval Icelandic Ghost Stories
Read "Welsh Ghostlore" (*Packet 347-370*)
Listen to Legendary Ballads

Week 12

Tuesday, 30 October: Read "Ghost Stories from the American South"
(*Packet 371-405*)

Thursday, 1 November: Read "Curses! Broiled Again!" (*Packet 407-441*)

Week 13

Tuesday, 6 November: Read "Curses! Broiled Again!" (*Packet 442-464*)

Thursday, 8 November: Read "Classic Automobile Legends" (*Packet 465-492*)
Read "The Hook" (*Packet 493-519*)

Week 14

Tuesday, 13 November: Read "The Legend" (*Packet 520-527*)
Read "Davy Crockett" (*Packet 528-551*)

Thursday, 15 November: Read "Davy Crockett" (*Packet 552-584*)

Week 15

Tuesday, 20 November: View Film: *The Long Riders*

Thursday, 22 November: **THANKSGIVING HOLIDAY**

Week 16

Tuesday, 27 November: View Film: *The Long Riders*
PAPER #2 DUE

Thursday, 29 November: Read "Joaquin Murrieta" (*Packet 586-606*)

ENG476/Topic: The Legend/Larry Ellis

Course Description/Course Catalog: Surveys the history, genres, and dynamics of folklore, with emphasis on oral traditions. May be repeated for credit when topics vary.

Required Readings, Viewings, Listenings

Readings (Essays, Story Collections, published in a class packet):

- "Is there a Definition for the Legend?"
- "Legend as Text in Context"
- "Legend Tellers"
- "The Landscape and Climate of the Legend"
- "Interpreting Urban Legends"
- "Elvis Alive?"
- "Psychic Ambiguity at the Legend Core"
- "Legend: Performance and Truth"
- "Legend Trips and Satanism"
- "The Vaginal Serpent"
- "Lightning Blast Your Crops"
- "Knock Knock"
- "Letters from the Dead"
- "Northern Ghosts"
- Collection of Medieval Ghost Stories
- "Welsh Ghostlore"
- "Ghost Stories from the American South"
- "Curses! Broiled Again!"
- "Classic Automobile Legends"
- "The Hook"
- Selections from the Davy Crockett Almanacs
- *The Life and Times of Joaquin Murrieta*

Other Assignments:

- *Bubbahoptep* (film)
- *Gothic* (film)
- *The Long Riders* (film)
- Legendary Ballads (audio)