

Eastern School District

Subject Area: Literature

Course: Folk Literature 3203

Level of Instruction: Level III

References: Course Description (revised, July 1993)
Teaching Guide (1990)

Program Description/Guiding Principles:

This course is designed to introduce students to a part of the world's great literary heritage, oral and written. The primary emphasis is placed on enhancing students' appreciation of orally composed and performed literature, both for its own merits and as a foundation for the study of the written literature which has developed from it. Students will be exposed to the following genre: folk narrative, folk song, folk speech and folk drama.

Through exposure to the course content, students can also understand many references to oral tradition encountered in written literature and in life. They will also come to understand how story, song, recitation, and folk say record a way of life. Exposure to the literature should also provide students with greater insight into the effective use of literary techniques (plot, setting, theme and motif, figurative language, etc.).

Student involvement is a key to success in this course. Students need to be involved both in and out of class. Students should bring their experiences regarding folk speech, folk narratives and certain legends and proverbs to class with them. Outside of class, students will become involved in fieldwork whereby they will develop and sharpen their research and interviewing skills in the process of researching and analyzing data collected from the community. Their fieldwork can then be presented in class so that students make the connection between what is being studied and the literature which exists around them.

Weighting of Evaluation Components:

Student evaluation should include the three major categories: diagnostic, formative and summative. Every effort should be made to have each student maintain a portfolio of their work. To arrive at a "mark" which represents as truly as possible a student's achievement and ability, the types of evaluation employed will be varied and in line with the objectives of the course as listed in the *Course Description* (1993). Student's evaluation will be valued as follows:

- A: **Written projects/Field Work**
Minimum student writing will consist of *seven* significant multi-paragraph compositions, **one** covering each major Unit of study in the course. This writing is in addition to the writing involved in the regular answering of short literature questions, like those found in the student text, and in unit or term tests. *Three* of the seven projects should concern topics peculiar to folk literature and *two* could relate to conventional

literary topics like characterization, imagery and theme. These conventional literary topics can grow out of the study of various selections of folk literature like Beowulf or other folk narratives. Student projects could include:

- . reports on collecting assignments;
- . reports on performances by singers and/or storytellers;
- . reports on comparisons of differing versions of tales or songs;
- . reports on types within one genre (different kinds of tales or songs);
- . reports on themes running through the various genres (e.g., triumph of good, fidelity and innocence, wisdom and folly);
- . characterizations and work on imagery;
- . compiling a class or a personal scrapbook of folk literature;
- . creative writing/presenting in the style of one of the genre.

Fieldwork will be a required part of the course. Students will be asked to research and collect information and complete at least one field-based paper. The Teaching Guide (pp. 44-56) provides a good discussion and outline for this field study component. As well the text, Folk Literature: Voices Through Time, has two very clear chapters (8 & 9) devoted to field study.

B: Tests and Quizzes

Unit tests and quizzes could consist of questions in response to unseen material, questions related to sections of the text, tests on literary devices (plot, character, setting, intended audience, figurative language, etc.).

C: Oral Work and Individual/Group Performance

The Philosophy of Instruction in the *Course Description* (p. 11) and various parts of the *Teaching Guide* emphasize that Folk Literature 3203 is an activity-oriented, community-based, "hands-on" type of course whereby students move from classroom instruction and note-taking to field work, dramatizing scenes or plays like the "Mummer's Play", reciting narratives/dramatic monologues, singing songs, and the like. It is therefore only reasonable to expect that participation in group activities and/or individual oral presentations will form part of students' evaluation.

Weightings of Components

1. Written Projects/Field Work	60%
2. Tests/Quizzes	20%
3. Oral Work/Group & Individual Performances	20%