INSTRUCTOR: Dr. Roger Davis  
PHONE: 403.342.3269  
EMAIL: roger.davis@rdc.ab.ca  
OFFICE HOURS: MW 11:00am-12:30pm, room 2506E, by appointment.

COURSE DESCRIPTION

This course offers a study of oral materials drawn into English literature from a range of cultural traditions. These include myths (mainly Greek, Norse, and North American Indian), folk-tales (Perrault, Grimm, Andersen, and others), and legends. Ballads, stories in song and verse, and lore in rhyme are studied. Common themes and theories on the origin and evolution of folklore are discussed. Modern folklore (such as fantasy and science fiction) is related to folklore of the past. The emphasis is on the place of folklore in children’s literature. **Pre-requisite:** Six credits of 200 Level English. **Students lacking the prerequisite must identify themselves to the instructor no later than the second class.**

Course Learning Outcomes:

- Identify the properties of each of the following: folktales, hero tales, mythologies and myths
- Identify the structural patterns in a story told in a variety of different cultures
- Distinguish between a variety of folklore narratives and their significance to different socio-economic groups and cultures
- Demonstrate an understanding of modern folktales (urban legends) and the use of mythic figures and traditional heroes in contemporary video games, comics, graphic novels, movies, and television shows
- Analyze folktales, hero tales, and myths for cultural significance and universal archetypes
- Research and write a university-level essay with a thesis-based argument on an aspect of story from the oral tradition
- Communicate ideas and opinions in group and class discussions

Required Texts:


Writing Requirements:

- a shorter essay  
- an oral presentation  
- a research essay

Students will submit a minimum of 2500 words of written work during the course; this work normally will be marked and returned within two weeks of its submission.
Due Dates and Mark Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter Essay (1000 words)</td>
<td>Week 5</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Various</td>
<td>25%</td>
</tr>
<tr>
<td>Research Essay (1500 words)</td>
<td>Week 14</td>
<td>35%</td>
</tr>
<tr>
<td>Reflective Writing</td>
<td>bi-weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>n/a</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assignments are due in hard-copy, at the beginning of each relevant class. Late assignments without a valid and documented excuse, such as medical or family emergency, will be penalized one grade-increment for each day late. Weekends count as one day. Computer problems are not acceptable excuses for late submissions.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>92-100%</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>86-91%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-85%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>76-79%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>72-75%</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>68-71%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>64-67%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-63%</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>56-59%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>53-55%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-52%</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-49%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

N.B.: Although D+ and D are passing grades at Red Deer College, they might not be passing grades for students transferring to other universities.

Instructor’s Course Policies:

1. If you email me, please ensure that a) you address me properly (Hi Roger or Dear Dr. Davis); b) you use proper email etiquette; and c) I can identify who you are and the class in which you are enrolled. If your email is hockeygod99@hotmail.com, please make sure you identify yourself in the body of the email. Please do not expect an overnight or immediate response to emails, especially when sent after normal business hours. I will respond to emails within two business days, perhaps sooner.

2. Class participation includes attending class, arriving to class on time, actively engaging in class discussion and group work, having reading done before class, and completing informal assignments throughout the course.

3. I encourage students to discuss ideas with me during office hours. Office hours are specific times set aside for assistance or discussion: I am available during these times to discuss matters relevant to this class. I request that students have specific ideas ready for discussion when visiting me during office hours, even if it is just something you are struggling to understand. If you wish to discuss any course material, please see me during my office hours and we can work through things. Please be advised that my office hours may get busy around assignment due dates, and I may not be able to accommodate everyone. Appointments are recommended, and appointment lengths may vary if volume is high.

4. I ask that assignments should be submitted in both paper copy (hard copy) and as an attachment via email. Please send assignments to roger.davis@rdc.ab.ca and print off a copy of the assignment for in-class submission.
5. Assignments are due at the beginning of class on the assigned date. Assignments received after that time are considered late. Email submissions do not stand in for paper copy submissions. Late assignments will be penalized one grade increment per day up to a maximum of seven days. Assignments submitted later than one week after the due date will not be accepted. Late days apply to days of the week, not simply days we have class (weekends count as one day).

6. Essays should be typewritten and double-spaced. Computing and printing facilities are available in the library. Use standard, white paper with a legible font (12 pt). Use only one side of the page. Use one inch (2.5 cm) margins.

7. Normally, I return assignments within two weeks of submission.

8. I give some, but not exhaustive, written feedback on your written assignments. For more extensive commentary, please meet with me during office hours.

9. Technology: In the classroom, please use technology for learning purposes. Out of respect for everyone, no texting, Facebooking, etc.

10. At the end of the course, I do not “bump up” grades to pass, to transfer or for some other reason. I do not assign extra work for extra marks, nor do I permit you to revise essays from earlier in the course. This is for fairness for all students and for workload management. If you anticipate that you may fall in an undesirable grade range, I would advise that you meet with me sooner rather than later (i.e. as early as possible), and we can discuss strategies on how to improve your grades.

**Tentative Weekly Schedule (any changes will be announced in class):**

**Course Schedule:**

**Week 1 (Jan 6-10): Introduction and Terms**
Class 1 - Introduction and Overview; Review of course
Class 2 – Introductory Terminology and Course Concepts; Introduction to *Folk & Fairy Tales* textbook (9-19)

**Week 2 (Jan 13-17): Sendak**
Class 1 – *Where the Wild Things Are*
Class 2 – *Where the Wild Things Are*; Reflective Writing #1 (15 mins)

**Week 3 (Jan 20-24): Sendak and Monsters**
Class 1 – *Where the Wild Things Are* (film)
Class 2 – An example of versions/translations/interpretations

**Week 4 (Jan 27-31): Sleeping Beauty**
Class 1 – *Sleeping Beauty* 1-3
Class 2 – *Sleeping Beauty* 4-5; Reflective Writing #2

**Week 5 (Feb 3-7): Little Red Riding Hood**
Class 1 – *Little Red Riding Hood* 1-4
Class 2 – *Little Red Riding Hood* 5-7; **Essay 1 due.**
Week 6 (Feb 10-14): Cinderella
Class 1 – Cinderella 1-3
Class 2 – Cinderella 4-6; Reflective Writing #3

Week 7 (Feb 17-21): Austen
Reading Week (no classes)

Week 8 (Feb 24-28): Growing Up
Class 1 – Growing Up 1-3
Class 2 – Growing Up 4-6

Week 9 (Mar 3-7): Bringhurst and Ghandl
Class 1 – Bringhurst, “The Polyhistorical Mind” (handout)
Class 2 – Ghandl 1-2; Reflective Writing #4

Week 10 (Mar 10-14): Ghandl
Class 1 – Ghandl 3-4
Class 2 – Ghandl 5-6

Week 11 (Mar 17-21): Ghandl
Class 1 – Ghandl 7-9
Class 2 – Questions of cultural appropriation; Reflective Writing #5

Week 12 (Mar 24-28): TBA
Class 1 – Student choice
Class 2 – Student choice

Week 13 (Mar 31-Apr 4): TBA and Writing Instruction
Class 1 – Student choice
Class 2 – Draft Workshop

Week 14 (Apr 7-9):
Class 1 – Final Essay Due; Reflective Writing #6 (in-class)
Course Outline:

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Chair of the Department of Humanities and Social Sciences.

STUDENT RECOGNITION OF PLAGIARISM*

Standards of Proof

Plagiarism can be judged to have occurred if the instructor has both the material presented by the student and the original source from which this material was taken.

Also, plagiarism can be judged to have occurred

- if the student is incapable of explaining the terminology or ideas in the submitted material
- if such terminology or ideas cannot be shown to originate in the works contained in the Bibliography, References, or Works Cited page accompanying the submitted material (or, for oral presentations, if the student cannot produce the notes or texts used to prepare his/her material).

Consequences: A student charged with plagiarism may

- be given a reduced mark or no mark (i.e., a grade of 0 or F) for the plagiarized assignment, or
- be assigned a Final Grade of F, or
- be expelled from the course and assigned a Final Grade of F.

In all of the above cases, the instance of academic dishonesty will be recorded on the student’s academic file.

PROCEDURE:

1. If an instructor discovers or suspects academic misconduct, the instructor provides evidence of the misconduct to the student and takes disciplinary action up to and including the assignment of a failing grade for the work involved in the misconduct.

2. If the instructor feels that the misconduct warrants more serious consequences, the Chair of the program is informed. The decision to remove the student from the course or to assign a failing grade in the course as a consequence of the misconduct may be taken by the Chair upon reviewing the evidence of the misconduct and determination that the violation warrants such action.
3. If the instructor and program Chair feel that the violation requires more significant action such as removal from a program or from the College, the evidence is presented to the Dean of the Division for a decision.

4. In each case, the decision and disciplinary action are communicated to the student in writing and a copy is provided to the Registrar who places it in the student’s file.

("adapted from RDC’s policy on Student Misconduct: Academic and Non-academic - see section below on college policies)

College Policies:

Students should be familiar with what constitutes misconduct, as well as its consequences. This may include academic misconduct, the most common of which are plagiarism and cheating, or non-academic misconduct, where student behaviour is deemed unsafe or disruptive. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. Cheating involves attempts to obtain unsanctioned assistance in a formal academic exercise. Students should familiarise themselves with the Policy on Student misconduct: academic and non-academic. Penalties for such misconduct range from academic sanctions on assignments or a course to removal from the College.

Students should refer to the Student Appeal, Formal and Informal Resolution Process Policy should they have questions or concerns about the course outline that cannot be resolved with the instructor.

At all times, the Final Examinations Policy and Standard Practice will be followed.

This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Calendar for a list of excluded courses.

Classroom learning resources may be available to students in alternate formats.

Academic Resources on Campus:

Students should be aware that Personal Counselling, Career, Learning, and Disability Services are provided by RDC. Students must inquire about locations at the Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider.

Learning Support (Library: 403-357-3629, help_learn@rdc.ab.ca )

- Writing Skills Centre (writingskills@rdc.ab.ca)
- Math Skills Centre (mathlearningcentre@rdc.ab.ca)
- Learning Strategies (note-taking, studying and exam-writing strategies)
- Peer Tutoring (one-on-one tutoring by students)

Disability Services (Library: 403.357.3629)

- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403.343.4064)

Assistant Chair
Humanities and Social Sciences
Approved, January 6, 2014