**WRTG 3020: TOPICS IN WRITING**  
**Cross-cultural Folklore**

Instructor: Dr. Lynda McNeil  
Office: Environmental Design Bldg., 1B30B (north entrance, lower level)  
Hours: MWF 10-11 and by appt.  
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E-mail: bmclneil@buffnail.colorado.edu  
Articles on eReserve on Chinook (under Course Reserves).  
A good, college-level dictionary (recommended)  
Copies of student drafts in hard copies or in e-mail doc. attachments.  

**Course Description:** The primary purpose of this course is to help you develop critical thinking skills by writing clear, interesting, and well-organized essays for an academic audience. The course will focus on four principal modes of academic discourse: narrative, summary, analysis, and argument. To approach these types of discourse, you will first write a personal folklore narrative and proceed to reading, researching, and writing about selected folktales from Western and indigenous cultures. On-line reading assignments and class discussions refer to specific folktales, such as Cinderella tales from various cultures, as well as to critical approaches to literature and theories about folklore. Your main writing project will entail academic research about a folktale of your own choosing; learning how to do on-line library research will be a course component. Because workshopping student papers will be a central part of this course, you will be asked to act as a reader/respondent for fellow students’ work, as well as to accept constructive criticism from them. Be prepared not only to write in and out of class, but also to revise. While background knowledge in anthropology, sociology, or psychology may be beneficial, it is not a prerequisite.

**CLASS POLICIES**

**REQUIREMENTS**

1. **Attend and Participate.** You will be allowed three excused absences during the semester. You may take them for any reason whatsoever, including illness, and all absences, no matter their cause, will be counted toward the allowed number. Absences four and beyond will lower your final grade one increment (A to A- to B+, etc.) for each absence unless you provide me with a well-documented excuse (hospitalization, family death, etc.) Missing six or more classes may result in automatic failure. Classes begin promptly and I will take roll at the beginning of each class; if you miss roll, it’s your responsibility to remind me after class to mark you present. Any two tardies will count as one absence, so endeavor to be on time.

2. **Turn in Assignments.** If you don’t bring papers to class, we can’t critique them. All assignments done outside of class must be typed, double-spaced, stapled and paginated. Handwritten papers will not be accepted. Your papers should have your name, the date, the course and section number, and the paper and draft number, for example:
You will, on occasion, be expected to provide xerox copies or e-mail doc. attachments of drafts (save as doc. only) to the other members of the class for discussion; see the syllabus for scheduled copies of drafts due. Always bring a few extra hard copies when e-mailing in case someone didn’t get your attachment. It is important to attend class for the distribution of drafts when due, as well as for their workshopping in class. Drafts will not be graded; however, you must turn in each draft on time. Failure to do so will impact your class participation grade. Late Final Drafts will not be accepted except under extraordinary circumstances.

ASSIGNMENTS

1. You will be writing and revising four short papers in this course, the last three being sequenced: a Personal Folklore Narrative; a Literature Review (selected sources), and Research Essay (academic argument). In addition, you will be required to write several (17) short, preliminary assignments graded on a check-plus-minus scale to be included in your Writer’s Portfolio (class handouts for WP entries). For the Research Essay and the preliminary Proposal and Research Reviews, you will learn how to find scholarly sources, electronic and in print, on a folktale of your choice.

2. Most writing assignments will require some in-class workshopping and revision of preliminary, ungraded drafts. All graded papers must undergo in-class workshopping with copies provided to the class in hard copy of electronically in an e-mail doc. attachment. You will be scheduled to be a critical reader for workshops; critical readers complete a Peer Response Sheet that is returned to Dr. M, who grades it (check-plus-minus) before returning it to the author. Please note, changing topics for the final draft of a paper is unacceptable; every paper submitted for a grade must undergo in-class workshopping and peer response. (See Workshopping Policy handout.)

3. You are required to keep a Writer’s Portfolio (a half-inch, three-ring hard cover binder) for the purpose of organizing and reflecting intermittently throughout the semester on your knowledge about your writing process, as well as about folklore studies. In it you will keep all workshopped drafts with the Instructor’s comments, Peer Response sheets, and Final drafts; all in-class or outside of class written entries for the portfolio. There will be a final short answer assignment to be submitted with the coversheet of the portfolio at the end of the course.

4. You will have reading assignments during the course of the semester. When a reading assignment is noted in bold-faced type as “due,” you may expect a reading quiz on that day. In general, quizzes will be announced ahead of time.
5. Note that because all revision will take place before the final draft is due, it may be crucial to your success to meet with me for a conference before submitting the final draft. In conferences, I prefer discussing drafts that I have had time to read at least a day or so ahead of time.

6. Spelling and grammatical errors should be corrected by the final draft of all papers. This is not a grammar class; consequently, it is your responsibility to clear up grammar and sentence expression problems. Fortunately, help is available! I will be happy to answer any grammar-related questions you may have outside of class and/or refer you to a PWR writing tutor. See the PWR web site for the list of tutors and refer to Lunsford's *The Everyday Writer*.

**GRADES**

The major portion of your grade (70%) will be based on Final Drafts of the Personal Folklore Narrative (10%), Lit Review (20%), and Research Essay (40%); the Writer's Portfolio is worth 15%; oral and written participation in whole class, reading quizzes, library seminar, and peer response groups will account for the remaining 15% of your course grade.

Grading Scale for Papers:

A excellent in form and content; clean, clear style, no mechanical errors.
B a good, interesting paper with no major flaws.
C adequate, reasonably competent; a mixture of strengths and weaknesses.
D poor in content, form, or mechanics.
F incoherent, disastrously flawed, or not turned in when due.

Grading Scale for Participation:

A always prepared for class; participates without being called on; criticisms of other student papers show insight, close reading; comments clear, succinct, and helpful.
B generally prepared for class; occasionally participates without being called on; criticisms of other student papers demonstrate mastery of the course goals; comments generally clear and helpful.
C sometimes prepared for class; only participates when called on; mastery of the course goals generally evident, but criticisms of other student papers, although somewhat helpful, demonstrate a less than thorough reading of the paper.
D inadequately prepared or never participates unless called on; criticisms of other student papers demonstrate a superficial or inaccurate reading, at best; comments demonstrate a failure to master the course goals.
F disruptive to class (talking off topic or off task, continual tardiness, etc.); unprepared when called on; unable or unwilling to participate in class discussions.

Student with disabilities: I encourage students with specific physical, psychiatric, or learning disabilities to discuss with me after class or during my office hours appropriate accommodations. You will need to provide documentation of your disability to the Disability Services Office in Willard 322 (303-492-8671).
Plagiarism: Submitting another student's work as your own or failing to properly credit another writer's words or ideas will result in an automatic "F" for the course and possible, broader disciplinary action on the part of the university, such as expulsion. See CU's Honor Code at www.colorado.edu/academics/honorcode. This is not to say that you can't seek or follow the verbal advice of a fellow student, but you must write the papers yourself. Seek guidance from Writing Center tutors; student peer guidance may be misleading.
ASSIGNMENTS:

January 10  
*Introduction to the Course: Cross-Cultural Folklore.* Distribute syllabus and course policies. Personal fastwrite (WP#1);  
Assign:  
Reading Assignment (RA) 1: CW, 3-35 on Writing as Inquiry.  
Complete the “Self-Evaluation Survey” (CW, 22-24) and bring it to class for small group work.

January 12  
Due:  
Completed “Self-Evaluation Survey.”  
Assign:  
Bring “Self-Evaluation Survey” (WP#2) for small group work

January 14  
Due:  
Bring your Jan. 10 in-class fastwrite or a significant artifact for your personal introduction on Jan. 14.

January 17  
*Martin Luther King, Jr. Holiday—No Class.*

January 19  
PERSONAL ESSAY. Discuss Simons reading (RA 2) in relation to personal folklore essay. Hand out Personal Essay Assignment.

Due:  
Reading Assignments 1 and 2.

Assign:  
RA 3: CW, 95-98; 112-120; 122-129; and 136-140. Make a list of 10-15 ideas for a personal folklore essay (2-3 pages)

January 21  
In-class writing to narrow your personal essay topic (clustering and drafting) (WP#3)

Due:  
Bring your list of 10-15 ideas for a personal folklore essay.

Assign:  
RA 4: CW, 669-680; 687-88. Complete your Personal Folklore Essay draft and bring 6 copies to next class for small group workshopping (w/s).

January 24  
Small group workshopping of Personal Folklore Essay.

Due:  
Reading Assignments 3 and 4. Bring six (6) copies of your 2-3 page Personal Folklore Essay.

Assign:  
RA 5: CW, 617-626; 631-644 (revising).
Writing about Folklore, 2

January 26
Due: Continue small group workshopping of Personal Folklore Essay.
Assign: Read remaining personal essay drafts for your group.
          Read the assignment RA 5 (above) and bring ideas for revising your personal essay draft.

January 28
Due: In-class revising of your personal essay draft; be prepared to revise (WP#4).
Assign: Reading Assignment 5. Be prepared to revise your draft.
RA 6: CW, 37-48 (Reading as Inquiry) and Perrault and Grimm Cinderella tales (Chinook, Course Reserves).

January 31
Due: LIT REVIEW. In-class writing on the Perrault and Grimm reading (RA 6). Focus on analysis and synthesis in critical reading (WP#5).
Assign: Reading Assignment 6. Read and bring to class print outs of Perrault and Grimm readings.
          Complete the homework (TBA) for the Perrault and Grimm readings.

February 2
Due: In-class compare/contrast (c/c) of Perrault and Grimm “Cinderella.”
Assign: Read and bring copies of Perrault and Grimm tales to class (WP#6).
RA 7: Dundes, “Introduction to Folklore: A Cinderella Casebook” (Chinook, Course Reserves).

February 4
Due: Reading Assignment 7. Read and bring copy of Dundes reading.
Assign: RA 8: Palmer, “Modern History of the World (Germany)” (Chinook, Course Reserves).

February 7
Due: In-class writing and discussion of Dedes reading (WP#7)
          Read and bring copy of Palmer reading.
RA 9: Bettelheim, “Cinderella and Sibling Rivalry” (Chinook, Course Reserves).

February 9
Due: In-class writing and discussion of Dedes reading (WP#9)
Assign: Reading Assignment 9. Read and bring copy of Bettelheim reading.
RA 10: CW, B1-B7 (in Appendix) on the Lit Review.

February 11
Due: Small group work on a Lit Review Matrix in class (WP#10).
          Begin drafting your 2 page Lit Review for next class.
Writing about Folklore, 3

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>February 14</td>
<td>Drafting your Lit Review in class (WP#11).</td>
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<td>Due: Bring your Lit Review Matrix to begin drafting process.</td>
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<td>Assign: Bring information to write your Works Cited for Lit Review.</td>
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<td>February 16</td>
<td>Continue drafting your Lit Review in class.</td>
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<td>Due: Bring draft in progress of your Lit Review.</td>
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<td>Assign: Finish the draft for your Lit Review and bring four (4) copies to next class.</td>
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<td>February 18</td>
<td>Small group (3) workshop of your Lit Review draft.</td>
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<td>Due: Bring four copies of your Lit Review draft.</td>
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<td>Assign: RA 11: CW, 18-19; 476-485; 488-495 on finding a researchable question and topic (step 1 of writing process is “invention”). (WP#12) (TBA).</td>
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<td>February 21</td>
<td>RESEARCH ESSAY. Finding and narrowing your folklore topic.</td>
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<td>Due: Reading Assignment 11.</td>
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<td>Assign: Complete WP#12 on finding and narrowing a research topic.</td>
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<td>February 23</td>
<td>In class writing to narrow your research topic.</td>
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<td>Due: WP#12 on finding and narrowing a research topic.</td>
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<td>Assign: RA 12: CW, 507-534 on research techniques.</td>
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<td>WP#13 on devising a research plan.</td>
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<td>February 25</td>
<td>In class writing on devising a research plan: Internet, on-line general and academic databases, Chinook, Prospector, and ILL.</td>
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<td>Due: WP#13 on devising your research plan.</td>
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<td>Assign: Continue exercises on your research plan.</td>
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<td>February 28</td>
<td>Continue exercises on research plan (WP#13).</td>
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<td>Due: Lit Review (final draft). Bring WP#13.</td>
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<td>Assign: Work on your research plan, due on March 7 at our Library Seminar in Norlin Library.</td>
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<td>March 2</td>
<td>Ethnographers and Informants: unknown folktale’s rhetorical situation—small group work.</td>
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<td>Assign: Begin group collaborative essay (1-2 pages) on unknown folktale (WP#14).</td>
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<td>March 4</td>
<td>Small groups complete their essay on unknown folktale (WP#14).</td>
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<td>Due: Reading Assignment 12. Be prepared to compose group essay.</td>
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<td>Assign: Bring your completed research plan to the Library Seminar on March 7 in Norlin Library.</td>
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March 7  Norlin Library Seminar for on-line research (room TBA).
    Due: Research Plan (WP#13).
    Assign: RA 13: “Critical Approaches” (Chinook, Course Reserves).

March 9  Reading and analyzing sample critical essays (Ethnohistorical).
    Due: Reading Assignment 13.
    Assign: Read the critical essay for analysis next class (Psychoanalytical).

March 11 Reading and analyzing sample critical essays (Psychoanalytical).
    Due: Read Psychoanalytical essay.

March 14 Midterm conferences all week in ENVD office 1B30B. In class analysis of an academic source (#1).
    Due: Bring an academic source for in class analysis.
    Assign: Bring an academic source to next class and begin analyzing sources for Lit Review matrix (WP# 14).

March 16 In class analysis of an academic source (#2).
    Due: Reading Assignment 14. Bring an academic source for in-class analysis.
    Assign: Bring an academic source to next class and begin analyzing sources for Lit Review matrix (WP# 14).

March 18 In class analysis of an academic source (#3).
    Due: Bring an academic source for in class analysis.

March 21-25 SPRING BREAK

March 28 In class composing Research Essay draft (Introduction) (WP#15).
    Due: Research Essay rough draft.
    Assign: Continue drafting your Research Essay; review CW, 487-491.

March 30 Students share results of Lit Review Matrix.
    Due: Lit Review Matrix (WP#14).
    Assign: Continue drafting your Research Essay.
Writing about Folklore, 5

April 1
Due: Independent Research and Writing.
Assign: Work in Progress.
Assign: Continue drafting your Research Essay (Body Section).

April 4
Due: In class composing Research Essay draft (Body Section) (WP#16).
Assign: Research Essay rough draft.
Assign: Continue drafting your Research Essay.

April 6
Due: In class composing Research Essay draft (Body Section).
Assign: Research Essay rough draft.
Assign: Continue drafting your Research Essay (Conclusion)

April 8
Due: In class composing Research Essay draft (Conclusion) (WP#17).
Assign: Research Essay rough draft.
Assign: RA 15: CW, 491-495 (workshopping the draft). Bring Research Essay draft to next class (6 copies).

April 11
Due: Small group workshopping of Research Essay drafts.
Assign: Reading Assignment 15. Bring six (6) copies of your Research Essay draft.
Assign: Read remaining Research Essay drafts in your group.

April 13
Due: Small group workshopping of Research Essay drafts (cont.).
Assign: Write comments on copies of group’s Research Essay drafts.
Assign: RA 16: CW, 656-666 (problems with clarity).

April 15
Due: In class work on clarity and expression in your draft
Assign: Work on completing Writer’s Portfolio (due 4/22).

April 18 - 20
Due: Conferences in ENVD 1B30B.

April 22
Due: Final Reflective Essay for Writer’s Portfolio (in-class writing) and administer FCQ.
Assign: Writer’s Portfolio.
Assign: Complete Research Essay final draft.

April 25
Due: Student Oral Presentations of Research Essay findings.
Assign: Research Essay (final draft).

April 27
Due: Student Oral Presentations of Research Essay findings.

April 29
Due: Return Graded Portfolios. Last Class. No Final Exam.