

ENGL 151: First-Year Writing Seminar
Topic: Oral History and Folklore
Section 4: MWF 9:00 am-9:50 am, Barret 216 (CRN 12690)
Section 5: MWF 10:00 am-10:50 am, Barret 216 (CRN 12692)

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Office Hours: MWF 12:45-1:45 and by appointment

"I will tell you something about stories. . . .They aren't just for entertainment. Don't be fooled."

--Leslie Marmon Silko, *Ceremony*

Welcome to the course! In today's world with its dependence on print and electronic media, it is worthwhile to ask ourselves what roles the spoken word continues to play in our society and in our lives. What do we mean today by such terms as "folklore" or "folklife"? In what ways are oral traditions embedded in historical sources, and how might history, in turn, derive from oral tradition? In what ways do our own traditions inform our responses to fiction, history, and the world around us? What ethical and social issues are involved in the collection of folklore and oral history? These and related questions will help guide our reading and discussion across four units, each of which will culminate in a tightly focused paper. The first section of this course will explore uses of folklore in a modern novel by Lee Smith; a second unit will involve extensive work with the oral history collections of Crossroads to Freedom, a digital, multimedia archive sponsored by Rhodes College that documents Memphis in the Civil Rights era. In the third unit you will be asked to collect, contextualize, and interpret items of folklore and oral history in your own families or communities. Finally, you will research a specific oral tradition, drawing extensively on print and electronic library resources in the preparation of an annotated bibliography and research project. Throughout the entire semester, we will analyze various modes of oral and written communication with the primary goal of increasing awareness of the complex factors that guide our many choices as writers. *F2s*

Textbooks and Related Materials:

- *Living Folklore*. By Martha C. Sims and Martine Stephens. Utah State UP, 2005.
- *The Open Handbook: Keys for Writers*. Ann Raimos, with Maria Jerskey. Houghton Mifflin, 2007.
- *Oral History: A Novel*. Lee Smith. Random House.
- *Guide to Effective Paper Writing* (Rhodes College Writing Center)
 - You should have received hard copies in your orientation materials. If you have lost your copy, you may purchase one for \$3 at the Writing Center, Barret 122.
- Additional required readings will be available on the Moodle site or distributed as handouts. Some assignments involve online audio and video media. Computer labs in the library have headphones where you can complete these assignments if you do not have the capacity on your own computer.

Important Notes regarding textbooks:

- Please be aware that it is your responsibility to obtain assigned textbooks, and reading/assignment extensions cannot be given even if the bookstore runs out of copies. In the event that you have difficulty locating a required text, please go to the bookstore's textbook office as soon as possible to order a copy. Also, contact me or a fellow student to make arrangements to borrow/photocopy assigned readings until your copy arrives.
- To avoid the risk of not having an assigned book, it is best to go ahead and purchase all of your textbooks at once at the beginning of the semester, rather than buying them as we go throughout the semester.

Course Requirements

- Papers 1-4: 60% (15% each)
 - Specific requirements regarding papers will be provided near the beginning of each unit.
 - One full letter grade (10%) will be deducted from papers submitted more than five minutes after the beginning of class but within one week of the due date. Papers submitted more than one week late will not be accepted. Any special arrangements must be made ahead of time and outside of class.

- Papers should be submitted both in hard copy and as attachments through the Moodle website. Unless we make arrangements ahead of time, please try to avoid sending papers to me as email attachments. (Caveat: While I do prefer Moodle submissions, I would much rather have an email attachment than no paper at all!)
- Please note that all writing to receive credit must be original work for this particular class. No paper or portion of a paper may receive credit in more than one course without prior permission.
- Revision (paper of your choice)
 - While drafting and revision will be an integral component of every unit and paper, the final unit of the course will be devoted to revision of the paper of your choice. The grade of the revised version will be averaged with the grade of your original submission. This average will then replace the grade of the original paper. (For example, if your grade on Paper 2 is a 75% and your revised submission earns an 85%, your new grade for Paper 2 will be 80%.)
 - Please be aware that revision is a crucial skill that we will be developing this semester, and the submission of a thoughtfully revised paper is mandatory. The same late penalties and submission policies apply to the revisions as to the four papers themselves. Failure to submit a revised paper (or the submission of a paper only very lightly and superficially revised) will result in the lowering of one of the original grades.
- Annotated Bibliography and Progress Report: 5%
 - Details for this assignment will be provided later in the semester. Assignments submitted more than five minutes after the beginning of class and within 48 hours of the original due date will be subject to a 10% penalty. Because this assignment is crucial preparation for Paper 4, progress reports and bibliographies submitted more than 48 hours late cannot be accepted. Any special arrangements must be made ahead of time and outside of class.
- Paper Workshops: 10%
 - Prior to the submission of each paper (including the revision), we will have an in-class writing workshop. These workshops will focus on such skills as peer editing, self-editing, draft-writing, and revision. Be aware that there may be pre-workshop assignments that will count as part of your workshop grade, such as the submission of drafts or partial drafts to group members ahead of time. If you miss a class for any reason, please be sure to check the Moodle site for any such assignments or instructions.
- Quizzes and Class Activities: 10%
 - While this course has no cumulative examinations, frequent quizzes, exercises, and other class activities will allow you opportunities to demonstrate your knowledge and retention of readings and key concepts as well as stimulate ideas for writing and class discussion.
 - On research showing that frequent assessments develop “much deeper fluency” in course material than cumulative examinations, see a 2007 article in the *Chronicle of Higher Education*, linked through Moodle.
 - While the specific format and focus will vary from day to day, assessments will always address only the readings for that particular day and will generally require only approximately 5 minutes.
 - Sometimes these will be administered at the beginning of class and other times will need to be completed ahead of time on Moodle. If you miss class, be sure to check the website for any missed instructions. In-class questions will be given at the beginning of class. Students arriving late will not receive extra time unless special arrangements have been made ahead of time and outside of class. Online quizzes will be made available at least 24 hours ahead of time and will become unavailable 10 minutes before the start of class. Please plan your time accordingly.
 - Because of the logistical problems involved in making up quizzes and in-class activities, two scores will be dropped to allow for occasional illness or emergency. Any special arrangements for extenuating circumstances must be made ahead of time and outside of class.
- Weekly Forum Posts: 10%
 - Weekly postings are intended to stimulate in-class discussions, to serve as starting points for formal papers (where appropriate), and to offer additional writing practice throughout the semester.
 - A new discussion topic will be added to the Moodle website each Monday or Tuesday, and all postings will be due by midnight the following Thursday.
 - Posts submitted after this deadline but before the beginning of class Friday will be subject to a 10% deduction. Posts submitted after the beginning of classtime will not receive credit.

- Postings may begin new threads (related to the assigned topic) or may respond to other students (again, in ways fulfill the assigned task).
- Please note that you must post to the assigned board each week to receive credit. The two lowest scores will be dropped to allow for occasional illness and emergencies. Any special arrangements must be made ahead of time and outside of class.
- Participation: 5%
 - Your participation grade will be determined on the basis of your attendance, the quality of your contributions to discussion, your participation in class activities, and your completion of any ungraded assignments.
 - Please note that while the course's success will depend largely on class discussion, there are many ways to participate. Those who speak often will not automatically receive higher grades than more quiet students. If you seldom speak in class, you can participate by making more frequent contributions to online forums or contributing more actively in small groups.
 - In all cases, contributions to discussion (in class and online) should demonstrate careful reading of course materials and must be respectful of other students' ideas and points of view. For information on the attendance policy, see below.

Additional Notes

Class preparation: Please read all materials carefully before you come to class. Bring questions about what is difficult or confusing to you. Also come prepared to share your thoughtful insights and responses. It is your responsibility to notify me *before* classtime of any problems completing readings or assignments. While time spent completing readings and assignments will no doubt vary from student to student and from day to day, you should expect to spend at least 2-3 hours preparing for each hour that you are in class. See helpful tips on time management at <http://www.rhodes.edu/counselingcenter/12089.asp>. The “Academic Support” course on Moodle offers many useful handouts on notetaking, study habits, time management, and other useful skills for success at Rhodes.

honor code: All work must adhere to the honor code: “As a member of the Rhodes community, I pledge I will not lie, cheat, or steal, and that I will report any such violation that I may witness.”

plagiarism and academic integrity: The Rhodes College Honor Council Constitution defines plagiarism as follows: “Cheating includes plagiarism; specifically, it is the act of using another person’s words or ideas and representing them as one’s original work. This includes, without limitation, using information from any source without proper reference, getting ideas or words from a classmate’s paper, failure to properly punctuate direct quotes, and obtaining a paper from someone else. Ignorance is not an excuse for these violations. It is the student’s responsibility to consult the professor, an Honor Council member, or writing handbooks for procedure for properly acknowledging sources.” Barret Library offers the following advice for avoiding possible plagiarism (<http://www.rhodes.edu/barret/15554.asp>):

- Acknowledge and cite all sources properly.
- Use quotation marks around words that are not your own.
- Properly introduce and indent longer quotations that are not your own.
- Use footnotes or endnotes to acknowledge another’s words or ideas.
- Do not paraphrase too closely.

Please note also that all writing in English 151 must be original work produced specifically for this course. No paper or portion of a paper—even if revised— may receive credit if it has already received or will receive credit in another class. Please ask me or Writing Center staff member if you have any doubt about even a small portion of a paper that you have produced.

Attendance: As the official Student Handbook explains, Rhodes College “considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. . . . Absenteeism is not to be taken lightly” (<http://www.rhodes.edu/studenthandbook/2176.asp>). Regular attendance is thus expected and counts as a part of your participation grade. Three tardies will be treated as one absence. In addition to the effect of absences on your participation grade, after three unexcused absences, your overall grade may automatically be reduced by 2 percentage points each day. For example, if your course average at

the end of the semester is an 80% and you have 4 unexcused absences, your course grade could be lowered to 78%. I will take roll or distribute a roll sheet at the beginning of each class. I will have a sign-in sheet for late arrivals at the front of the room. Please note that it is *your* responsibility to sign the sheet if you arrive late in order to avoid recorded absences. Absences and tardies may be excused only if I have been notified ahead of time and outside of class. If you miss class, be sure to check the course website for missed material or assignments. Students whose reasons for absence raise privacy concerns should seek assistance from the Office of Student Affairs: <http://www.rhodes.edu/campuslife/1186.asp>. If you miss class, it is your responsibility to check the course website and/or contact me for any notes or assignments you may have missed.

Computer problems: Please be aware that computer and printing problems will not serve as an excuse for late assignments. Back up your hard-drive files frequently, and always keep a second hard copy of your assignments. If you need to discuss extenuating circumstances, please arrange a time to meet with me or contact me by email. Please avoid using the time immediately before and after class to ask for special arrangements. Information on late penalties can be found under course requirements.

Special Accommodations: If you require any disability-related accommodations, please contact me as soon as possible. I am more than happy to help make any necessary arrangements. Since I am only able to provide accommodations to students registered with the Office of Disability Services, please contact this office as soon as possible if you have not already done so: 901-843-3885. For further information, go to <http://www.rhodes.edu/disabilityservices/default.asp>.

Library Reserve: Occasionally, books that might be especially helpful for your research may be placed on reserve in Barret Library. For information on using Library Reserves, go to <http://www.rhodes.edu/barret/4446.asp>.

The Writing Center: The Rhodes College Writing Center, Located in Barret Library 122, is an excellent resource for help at all stages of the writing process. You can call the Writing Center at 901.843.3393. For additional information, go to <http://www.rhodes.edu/writingcenter/>.

Additional Resources: Success in this course and others is likely to be enhanced with careful time management, good study habits, and a general sense of well-being. The Counseling Center offers free and confidential counseling to Rhodes students: <http://www.rhodes.edu/counselingcenter.asp>. In addition, helpful links and information on such issues as test anxiety, procrastination, homesickness, study skills, and stress are available at <http://www.rhodes.edu/counselingcenter/default.asp>.

Tentative Schedule

[Note: All readings and assignments must be completed by class time on the dates below. From time to time, additional readings will be assigned from *Open Handbook* Parts 3 and 4 to address specific sentence-level writing concerns and punctuation issues as they arise. Additionally, portions of the Rhodes College “Guide to Effective Paper Writing” will be assigned as needed. If you miss class for any reason, please check the Moodle site or contact me for any changes or additions to the schedule below.]

W 8/24: Introduction to class

UNIT 1: FOLKLORE AND ORAL HISTORY IN LITERATURE (Lee Smith’s *Oral History*)

F 8/26: *Oral History* “Author’s Note” and 13-24; *Living Folklore* Chapter 1 (pp. 1-29); *Open Handbook* 1a, 1b, 51b; be sure to complete online Moodle Quiz prior to class.

M 8/29: *Oral History* 25-68; *Open Handbook* 1c, 50c, 49b

W 8/31: *Oral History* 68-118; *Open Handbook* 1e, 1d; last day to complete online Syllabus Quiz

F 9/2: *Oral History* 119-66; *Open Handbook* 2b

Labor Day: No class 9/5

W 9/7: *Oral History* 167-229; *Open Handbook* 17b “language and culture” box

F 9/9: *Oral History* 233-end; NCSU library special collection materials on *Oral History*:

<http://www.lib.ncsu.edu/exhibits/smith/career.html> (scroll down to 1983). Important: Do not read these materials until AFTER completing the novel; *Open Handbook* 3a, 3c, 3d

M 9/12: *Living Folklore* Chapter 4 (pp. 94-126) and pp.144-52 (on *reflexivity* and *emergence*); bring typed list of passages in *Oral History* (including page numbers) that you plan to work with for Paper 1; *Open Handbook* 4a, 4b, 4c, 4d, 4e, 5d intro and sections 1, 4, 9

W 9/14: Paper #1 in-class workshop; *Open Handbook* 7a, 7c; 42a, 42b, 9a-e

Open Handbook 5a, 5b, 5c, 5e; 37c, 37d

F 9/16: ***Paper 1 Due*** at beginning of class; Watch Crossroads to Freedom clips in class.

UNIT 2: USING ORAL HISTORIES IN RESEARCH (Crossroads to Freedom)

M 9/19: Dierenfield, excerpts from *The Civil Rights Movement*, available on Moodle: “The Problem,” (pp. 1-5), “Jim Crow South” (pp. 8-11), “Origins of the Movement” (pp. 15-21), “Assessment” (pp. 136-7); Read review of Crossroads to Freedom (on Moodle); Prior to class, watch assigned selections from interviews in Crossroads to Freedom Archive.

W 9/21: Sustain and Chiseri-Strater, “Researching People: the Collaborative Listener,” in *Fieldworking* (pp. 237-280, on Moodle). If you are pressed for time, you can skip “The Man Who Forgets Nothing (pp. 248-252) and “Ralph’s Sports Bar (pp. 257-71). Documents 1, 2, 3, 6, 8, 9, 10, 19 in *The Civil Rights Movement*, ed. Dierenfield, on Moodle.

F 9/23: Lovett, “Hell No, We Won’t Integrate: Continuing School Desegregation in Tennessee” (69-105, on Moodle); Prior to class, watch assigned selections from interviews in Crossroads to Freedom Archive.

M 9/26: Vervak, “The Hoxie Imbroglia” (Moodle); selected *Memphis World* articles and other documents from the Hoxie collection archived in the Crossroads to Freedom database; Prior to class, watch assigned selections from interviews in Crossroads to Freedom Archive.

W 9/28: “From the Civil Rights Act to the Sanitation Strike,” from *Battling the Plantation Mentality* (pp. 251-87, on Moodle); Prior to class, watch assigned selections from interviews in Crossroads to Freedom Archive; bring to class transcripts of portions of an interview that you plan to use in your paper.

F 9/30: Lovett, “The King God Didn’t Save: The Movement Turns Violent in Tennessee” (201-28, on Moodle); Prior to class, watch assigned selections from interviews in Crossroads to Freedom Archive.

M 10/3: *Open Handbook* 38c, 44e35; 7d; *Open Handbook* 39a, 39e, 2a, 6c; *Open Handbook* 11a-b; 5d 7 and10; 6f; excerpts from the Smithsonian’s “Engaging Students with Primary Sources” (on Moodle).

W 10/5: Paper #2 in-class workshop
 F 10/7: ***Paper 2 Due*** at beginning of class

UNIT 3: FOLKLORE IN OUR OWN LIVES

M 10/10: *Fieldworking*, 286-298 (on Moodle); Reread *Open Handbook* 38c on “interviews”; *Celebration of Family Folklore* “How to Collect Your Own Family Folklore” and Appendix (260-71, on Moodle); *Living Folklore* Chapter 7 (202-24)

W 10/12: All readings on Moodle: *Celebration of Family Folklore* “Family Folklore: The Creative Expression of a Common Past” (2-9), “Supernatural Happenings (113-17); “Family Stories” (10-19), Courtships (91-100), Stories for Children (126-33), Appendix (272-78) [Note: Weekly Moodle post due this week on Wed instead of Friday.]

F 10/14: Carefully complete the worksheet (on Moodle) with your interview plan and submit to Moodle; no class meeting today.

Fall Recess: No class 10/17

W 10/19: *Celebration of Family Folklore* “Getting Butter From the Duck” (Folly, 232-41, on Moodle); “Blessing the Ties that Bind” (Yocum, 250-59, on Moodle); Tucker, introduction to *Campus Legends: A Handbook* (1-24, on Moodle); Myerhoff, “Stories as Equipment for Living” (17-27, on Moodle)

F 10/21: *Living Folklore* Chapter 2 (pp. 30-63); transcribe small portion (90 seconds or so) of the performance/interview you will be using for Paper 3; *Open Handbook* 5d 3, 6 and 11

M 10/24: *Open Handbook*; 42cQ, 44j61

W 10/26: Paper 3 In-Class Workshop; *Open Handbook* 6a-b

F 10/28: ***Paper 3 Due*** (*withdraw period ends*); class meeting in Barret Library computer classroom (10:00 class room 33; 11:00 class, room 128), bring *Open Handbook* to class.

UNIT 4: RESEARCH IN FOLKLORE AND ORAL HISTORY

M 10/31: *Open Handbook* 38a, 38b, 38d, 39a-h, 40a-g, 2b; bring one annotation to class

W 11/2: *Living Folklore* Chapter 3 (64-93); bring one annotation to class

F 11/4: *Living Folklore* Chapter 5 (127-73); bring one annotation to class

M 11/7: *Living Folklore* Chapter 6 (174-201); bring one annotation to class

W 11/9: *Open Handbook* 38e; 5d 2, 5, and 12; Bring remaining annotations to Class; Bring draft of working thesis for Paper 4

F 11/11: ***Annotated Bibliography and Progress Report Due***

M 11/14: *Open Handbook* 41a-f

W 11/16: Paper 4 In-Class Workshop

F 11/18: *Open Handbook* reading TBA

M 11/21: ***Paper 4 due***

Thanksgiving Break: No class 11/23 or 11/25

UNIT 5: REVISING

M 11/28: *Open Handbook* 7e-g; 8a-f ; Rhodes Guide to Effective Paper Writing, “Revising”

W 11/30: Individual Conferences (mandatory, please be sure to sign up for a time)

F 12/2: Individual Conferences

M 12/5: Revised Paper In-Class Workshop; Readings from *Open Handbook* TBA

W 12/7: ***Revised paper (of your choice) due***

Important Dates

day	date	event
Tuesday	August 23	Enrollment Clearance/Registration
Wednesday	24	Classes begin Opening Convocation
Tuesday	30	Drop/add period ends
Wednesday	31	Extended drop period begins
Monday	September 6	Labor Day Recess
Wednesday	14	Extended Drop Period Ends Pass/Fail Option Ends
Thursday	15	Withdraw Period begins
Wednesday	21	Last day to remove conditional grades
Friday	October 14	Fall recess begins at 5:00 p.m.
Monday	17	Mid-term grades 9:00 a.m.
Wednesday	19	Classes resume
Friday	28	Withdraw Period Ends
Tuesday	November 23	Thanksgiving Recess begins at 10:00 p.m.
Monday	28	Classes resume
Wednesday	December 7	Last day of classes, 10:00 p.m.
Thursday	8	Reading day
Fri-Wed	9-14	Final Examinations
Friday	16	Final grades due 5:00 p.m.

About English 151 and the F2 Foundations Requirement

This course fulfills an F2s Foundation Requirement: “Develop excellence in written communication.” The following information on the F2 requirement as well as the Writing Seminar and related resources is taken from <http://www.rhodes.edu/9078.asp>:

The ability to express concise and methodical arguments in clear and precise prose is essential to success in most courses at Rhodes and in most of the vocations Rhodes graduates pursue. Students will receive significant training in writing during the first two years through (1) one course foregrounding skills of critical analysis, rhetoric, and argumentation, and (2) two writing intensive courses. These three required courses will provide the initial steps in the student’s deliberate development as a writer. Courses within each major will ensure that each student continues to refine writing skills over the course of the four years in college.

[This requirement will be satisfied by one writing seminar (taken in the first year) and two writing intensive courses, one of which will be in Search/Life. All three courses are to be completed by the end of the second year. Writing intensive courses and writing seminars may explore material in any discipline or may be interdisciplinary. However, the writing seminars will have as their central focus writing skills.]

Writing Center

Students should take advantage of the Writing Center especially during their first year, when they are enrolled in the first part of the F2 requirement, the Writing Seminar. Many of the tutors took this course themselves and can reinforce the instruction provided by professors.

What to expect in your writing seminar

Because each Writing Seminar is designed and taught by a different member of the English department faculty, each class, including the reading and assignments will be different. For example, some professors teach from a “reader” with contemporary essays and rhetorical strategies, while others may teach the fundamentals of Aristotelian argument. Regardless, the goals of the course are the same.

All of the Writing Seminars, regardless of who teaches them, have similar goals: to develop the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. Several papers will be required, at least one of which will involve the inclusion of outside sources. The seminar will emphasize successive stages of the writing process, including prewriting, drafting, and revision, and will provide feedback from classmates and the instructor.

Outcome Goals

By the end of the semester, each student enrolled in the Writing Seminar should know how to do the following:

1. Determine important questions about a topic or a text on their own.
2. Analyze a writing task and develop a strategy to fulfill it, considering the rhetorical situation and the audience.
3. Assess fairly the arguments of others and develop a critical/analytical response to a written text.
4. Plan and organize a coherent, well-supported argument with a clear thesis.
5. Support the thesis with unified paragraphs that are clearly related and substantially developed. Develop a polished, rational, evidenced argument.
6. Distinguish between kinds of evidence and select evidence that is relevant, sufficiently detailed, and substantial.
7. Summarize, extrapolate, and synthesize material from a variety of sources, giving adequate and accurate documentation.
8. Demonstrate sensitivity to tone, diction, syntax, and figurative language.
9. Express complex ideas in clear and effective prose that has been carefully edited and proofread.
Assess their own drafts (drawing on audience feedback when appropriate) and reconceive, restructure, or significantly modify their own arguments.

For those who want to think ahead

Detailed information, guidelines, and—in some cases—topic lists will be provided with each writing unit, and I would strongly encourage you not to worry about any assignment until we get to it. The following, however, is intended to give a sense of our topics and tasks as the term progresses. As you can see, the scope of the writing assignments will be fairly narrow and often quite specialized. However, the skills we develop have potential for broad application throughout your college career and beyond.

Paper 1: The first paper will identify and analyze a particular genre of folklore in Lee Smith's novel, *Oral History*.

- Skills and sources: During this unit, we will be working primarily on reading texts closely, developing manageable topics, organizing ideas, and constructing arguments. This paper will ask you to utilize the concepts and definitions in *Living Folklore* in your analysis of Lee Smith's novel. No additional sources are required.

Paper 2: For the second paper you will use the multi-media Crossroads to Freedom digital archive to explore and analyze a particular aspect of the Civil Rights Movement.

- Skills and Sources: During this unit, we will learn differences in working with primary and secondary sources, print as well as visual media. We will also continue work on paragraph and thesis development. This paper will require you to develop an argument about a specific aspect of the Civil Rights Movement using a combination of academic articles, newspaper reports, and oral histories.

Paper 3: During the third unit, you will be asked to collect and analyze an item of folklore from your own experience. The assignment is timed around Fall Break for those who would like to interview family members. (If you like to plan ahead, you might begin thinking about and/or talking with family members about particular family stories or customs that have meaning in the lives of your family members. Stories and traditions from Rhodes College or within the Memphis community might also provide possibilities for this assignment.)

- Skills and Sources: In conjunction with this unit, we will read examples of family folklore in the Smithsonian collection as well as essays analyzing oral and material folklore. Your primary source will be your own fieldwork, but we will be relying heavily on *Living Folklore* and other course materials in interpreting and analyzing your collected materials. We will develop skills in collecting, transcribing, citing, and analyzing non-print sources and will also learn about the ethical and documentation issues involved in fieldwork-based research.

Paper 4: For our last paper, you will select a particular oral tradition or genre to research (e.g., traditional ballads, Navaho oral traditions, Vietnam War stories etc.), read widely in the field in the preparation of an annotated bibliography, and write a paper demonstrating how your findings affect the interpretation of a particular and specific text or performance.

- Because many of your courses at Rhodes are likely to assign open topics, this last assignment is left intentionally non-specific. The annotated bibliography will build skills in summary and close-reading, and the paper itself will provide practice applying skills in synthesis and analysis. During this unit, we will build on previous skills, working more extensively with online and print resources at Rhodes Library and learning more about appropriate documentation and citation.