

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2017-2018 MLCS 499 A1: Advanced Folklore Research  
(Fall Term)**

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Class Time: TBA

Place: TBA

Office Hours: MW 11-1150

*or by appointment*

Course Website: On e-Class

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**Course Prerequisite:** none

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed, no such projects approved

**Community Service Learning component**

Required     Optional     None

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students' Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes       No

**Course Description and Objectives:**

The purpose of this course is to allow advanced students to pursue a major folklore research project. The course will have a seminar format. All students in the course will gather once weekly to discuss their fieldwork and their accomplishments and problems. Toward the end of the semester, each student will make a formal presentation of his or her work. The instructor will seek opportunities for students to share their work with a wider audience. In the past, students have published in Diversity Magazine and produced small videos that were posted on the websites of the organizations they worked with. Students will produce 1) the data that they collected in a clean and organized fashion. A database is an excellent option and constructing a database is a useful skill to learn. Selecting metadata is not easy. 2) Students will also produce a long formal paper. The paper should be article length (20-25 pages, notes included) and the instructor will help students submit papers for publication.

Substitutions are possible. Some examples follow:

- 1) Students may substitute an exhibit or a talk in the community for the formal presentation on campus
- 2) Students may substitute a presentation at a conference for the formal presentation on campus
- 3) The production of online materials may be substituted for a part of the course research paper, although practice writing longer, article length papers is encouraged.
- 4) Students are expected to participate actively in the weekly seminar discussions, helping their classmates with their work.

*Learning outcomes:* by the end of the course students should be able to:

- 1) construct a research project. This means conducting a literature search, selecting a methodology appropriate to the topic, and designing a research plan or timetable
- 2) carry out independent research.
- 3) evaluate data. Not all data gathered during the course of the research will be relevant. Some will be discarded or saved for future work. Some will raise additional questions and the student should be able to determine the future research needed. A description of problems for further research should be part of the formal course paper. (paper template and sample papers from the past to be provided on eClass)
- 4) improve presentation skills (speaking and data presentation in a format like a PPT)
- 5) improve writing skills (students should be able to produce a near-publishable paper)

### **Texts:**

Because this is a research seminar, texts will be selected and assigned based on student projects. Students will be expected to report on their readings during weekly seminar meetings. Students are also expected to do a literature search on their own and to submit the results of that search to the instructor.

### **Grade Distribution (see “Explanatory Notes”):**

Seminar participation, contribution to the work of the seminar – 15%  
 Literature review and presentation of bibliography (due end of September) – 15%  
 Development of research methods (due middle of October) – 10%  
 Term time research reports – 10%  
 Oral presentation of final outcome (last week of class)–20%  
 Course paper (due December 20) – 30%

**Final exam** – *While there are no exams in this course, the due date of the final paper is based on the University examination schedule. The Fall / Winter Exam Planner for the 2017-2018 academic year can be found at the following site: <https://www.registrarsoffice.ualberta.ca/en/Examinations/Fall-2017-Winter-2018-Exam-Planner.aspx>*

### **Date of Deferred Final Exam (if applicable): Not Applicable**

### **Explanatory Notes on Assignments:**

***Seminar participation*** – seminar participation means participation, not mere presence.

***Literature review*** – the literature review should, for most topics, contain both articles and books, submitted to the instructor. The list of sources will be submitted to the instructor in written form by the end of September at the latest. The student, in consultation with the instructor, will select items to present to the other seminar participants. Short book or article reviews may be required, depending on the topic and the amount of fieldwork planned.

***Development of research methods*** – this should include a proposed questionnaire or research plan, submitted to the instructor. A consent form to be given to the respondent may be appropriate. A template will be provided and a final consent form must be submitted to and approved by the instructor

***Term time research reports*** – these will be a combination of book and article reviews, as above, and presentation of data collected

**Oral presentation of final outcome** – a formal presentation accompanied by a PPT or a poster. (for possible substitutions see above under course descriptions and objectives. Substitutions must be arranged at least 2 weeks in advance.)

**Course paper** – a formal 20-25 page , double-spaced paper, notes and bibliography included. (for possible substitutions see above under course descriptions and objectives. Substitutions must be arranged at least 2 weeks in advance of the due date.)

**Required Notes:**

“Policy about course outlines can be found in [Evaluation Procedures and Grading System](#) of the University calendar.”

**Academic Integrity:**

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

**Learning and Working Environment:**

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombudsman](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

**Academic Honesty:**

**All students** should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

**Recording of Lectures:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. **In this course**, MLCS 499 students are expected to participate in discussions and to report regularly on their work outside of class. Students who need help during the week, between seminar meetings, are welcome to contact the instructor.

***Policy for Late Assignments:***

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, a 33%-per-class-day penalty (one third of a grade, e.g. from B+ to B) will be assessed for each subsequent class-day of lateness.

***Student Accessibility Services:***

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381; WEB [www.sds.ualberta.ca](http://www.sds.ualberta.ca) ).

***Grading:*** Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student’s level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**“MLCS Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>

<p><b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<p><b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<p><b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<p><b>Failure.</b></p>	<b>F</b>	0.0	<b>0-59</b>