Module/Course Title: Folklore in the Digital Age					
Module/ course code	**Student workload**	**Credits (ECTS)**	**Semester**	**Frequency**	**Duration**
SBI 62029	8,5 hours per week	3 CU x 1.5 = 4.5 ECTS	6th	3 CU x16 = 48	16 meetings

1	**Types of courses**		**Contact hours**		**Independent study**	**Class size**
	Elective coursework		3 CU x 50 minutes = 150 = 2.5 hours per week		3 CU x 120 minutes = 360 minutes = 6 hours	40 students

2	**Prerequisites for participation (if applicable)** **-**

3	**Learning Outcomes (PLO + CLO)**

Course Description:
This course is intended to provide students with knowledge about working definitions, forms, types, and functions of folklore and its dynamics in communities. This course also provides students with an understanding of the theories and methodologies in the study of folklore and their application in field research, particularly in the digital era.

Programme Learning Outcomes:
PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.
PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.
PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.

Intended Learning Outcomes:

ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.
ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.
ILO 3 Students are able to demonstrate language skills by using proper English.
ILO 4 Students are able to analyze the development of linguistic, literary and cultural phenomena in the global and digital era.
ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.
ILO 6 Students are able to use media and technology into their learning and research activities
ILO 8 Students are able to produce scientific articles or creative writings on language, literature, and culture independently or collaboratively.

	Course Learning Outcomes
	On completion of this course, the students will be able to:
	CLO 1 explain working definitions, forms, types and functions of folklore and how it lives and develops in communities in the digital era
	CLO 2 understand theories and methods in the study of folklore
	CLO 3 apply theories and methods in the study of folklore in field research
	CLO 4 report and present research results on folklore in the digital age
4	**Subject aims/Content**

Meeting 1: **Introduction to Course**
(LLO-1) Students understand the coverage of the course discussion
Indicator:
1.1. Students are able to mention the topics discussed in the course

Meeting 2: **Folklore and Digital Culture**
(LLO-2) Students understand folklore and its context in a digital culture
Indicators:
2.1. Students are able to explain what folklore is, including its forms, types and functions
2.2. Students are able to identify how folklore is manifested in the digital era

Meeting 3: **Folk Group and Virtual Communities**
(LLO-3) Students understand folk group in which a folklore lives and develops, particularly in the context of virtual communities
Indicators:
3.1. Students are able to explain what folk group is.
3.2. Students are able to identify how folk group exist in the form of virtual communities

Meeting 4: **Ritual, Tradition, and Performance**
(LLO-4) Students understand ritual, tradition, and performance which signify the existence of a folklore
Indicators:
4.1. Students are able to explain what ritual is
4.2. Students are able to explain what tradition is
4.3. Students are able to explain what performance is

Meeting 5: **Approach in Interpreting Folklore**
(LLO-5) Students understand various theories used in interpreting folklore
Indicator:
5.1. Students are able to explain various theories used in interpreting folklore

Meeting 6: **Fieldwork and Ethnography**
(LLO-6) Students understand fieldwork and ethnography as a method in studying folklore
Indicator:

6.1. Students are able to explain basic concepts in conducting fieldwork and ethnography when studying folklore

Meeting 7: **Ethics of Fieldwork in Cyberspace**
(LLO-7) Students understand the ethics of conducting fieldwork in cyberspace when studying folklore which lives in a digitally-connected folk group
Indicator:
7.1. Students are able to explain the ethics of conducting fieldwork in cyberspace

Meeting 8: **Mid-Term Exam**

Meeting 9: **Field Research: Observation and Preparation**
(LLO-8) Students understand how to do an observation and prepare themselves to start folklore research
Indicators:
8.1. Students are able to explain the steps taken in conducting observation and preparation to start folklore research
8.2. Students are able to observe a folklore which lives in a folk group and report it

Meeting 10-11: **Field Research: Data Gathering**
(LLO-9) Students understand how to gather data in studying folklore
Indicators:
9.1. Students are able to explain the steps taken in gathering data for their research
9.2. Students are able to gather data from the informants and related literature for their research and report it

Meeting 12: **Field Research: Data Clustering**
(LLO-10) Students understand how to sort the data they have gathered in studying folklore
Indicators:
10.1. Students are able to explain the steps taken in sorting the data they have gathered
10.2. Students are able to sort the data from the informants and related literature for their research and report it

Meeting 13-15: **Field Research: Data Interpretation**
(LLO-11) Students understand how to interpret the clustered data in studying folklore
Indicators:
11.1. Students are able to explain the steps taken in interpreting the clustered data for their research
11.2. Students are able to provide comprehensive data interpretation and related literature for their research and report it

Meeting 16: **Final Exam**

5	**Teaching methods**
	Lectures, discussions, case method, collaborative learning

6	**Assessment methods**

1. Class Participation
   To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities.

2. Quizzes
   Quizzes enable students to identify gaps in knowledge or in other words to identify how well the students know basic concepts in studying folklore. It is thus important for the students to take Quiz 1 and 2 along the semester. Score will be provided based on the answer key for the quizzes.

3. Middle Test and Final Examination
   These tests may motivate the students to look through and revise previously learnt materials. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on their presentation and comprehension of answers on questions about the research they have done in team-based project.

4. Team-based Project
   Through co-authorship in group essay, the students are able to improve their teamwork abilities and collaborative thinking. The group will work started from week 9 until week 15 and follow the steps of composing the essay as stated in Task Guideline.

What follows is summary of the Assessment

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Through the semester	10%
Quiz 1	Individual	Meeting 4	7,5%
Quiz 2	Individual	Meeting 7	7.5%
Mid Test	Individual	Meeting 8	25%
Team-based Project	Group	Meeting 9 -15	20%
Final Test	Individual	Meeting 16	30%
		TOTAL	**100%**

7	**This module/course is used in the following study programme/s as well** -
8	**Teacher:** 1. Fredy Nugroho S., M.Hum. 2. M. Andhy Nurmansyah, M.Hum.
9	**Resources:** Blank, Trevor J (Ed.). 2009. *Folklore and the Internet: Vernacular Expression in a Digital World*. Utah: Utah State University. Boellstorff, et al. 2012. *Ethnography and Virtual Worlds*. New Jersey: Princeton University Press. Frank Russell. 2011. *Newslore: Contemporary Folklore on the Internet*. Mississippi: University Press of Mississippi. Sims, Martha C., Stephens, Martine. 2005. *Living Folklore: An Introduction to the Study of People and Their Traditions*. Utah: Utah State University Press.

	BRAWIJAYA UNIVERSITY **FACULTY OF CULTURAL STUDIES** **DEPARTMENT OF LANGUAGES AND LITERATURE** **STUDY PROGRAMME OF ENGLISH LITERATURE**
	STUDENT TASK GUIDELINE
COURSE:	**Folklore in the Digital Age**
CODE:	SBI 62029 CU 3/Semester **6**
TEACHER	Team

TASK FORM:

Written

NAME OF TASK:

Mini research

COURSE LEARNING OUTCOME:

CLO 2 understand theories and methods in the study of folklore
CLO 3 apply theories and methods in the study of folklore in field research
CLO 4 report and present research results on folklore in the digital age

DESCRIPTION

Students will collaboratively conduct mini research on folklore and report the results of the research. They will implement the theories in studying folklore in structured research methods, elaborate experience in implementing the theories and methods, and provide comprehensive analysis on the studied folklore. Score will be provided based on their comprehension in conducting research process and reporting results of the research.

METHOD OF COMPLETION

1. Students work in the groups of 3-4
2. In week 9, the groups will observe the targeted folk group and folklore. Then, they will start the research by formulating research problems and report them to the lecturer.
3. In week 10 and 11, the groups will gather data from targeted informants through interviews and related references and report them to the lecturer.
4. In week 12, the groups will cluster the gathered data in accordance with the scope of their research problems and report them to the lecturer.
5. In week 13-15, the groups will analyze the clustered data. Then, they will report the results of the analysis in the form of an article.

OUTCOMES

a. Object: a two-page single-spaced essay and references
b. Outcome: an article that has to be reported

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The score is given based on the following rubric:

TRAIT	40-50	60-70	80-90	Score
Language	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	
Content	Less comprehensive explanation about the analysis	Quite comprehensive explanation about the analysis	Comprehensive explanation about the analysis	
Originality	Writing may conform too closely to source text, indicating student failed to use his or her own words in conveying main concepts and details	Writing style is original and demonstrates student paraphrasing of source text; very little evidence of plagiarism or partial copying.	Writing style is wholly original and clearly demonstrates student paraphrasing of source text; no evidence of plagiarism or partial copying.	
TOTAL ((Trait 1 + Trait 2 + Trait 3): 3)				

However, passive student in the group not involving in completing the exercise is not likely to get assessed.

Grading = 10% for each group

TIME

Begun in Meeting 9 and submitted in Meeting 15

OTHERS

REFERENCES

A. Article Format:

1. Font   : Times New Roman
2. Font size   : 12
3. Spacing   : Single (1,0)
4. Lay-out Spacing : Before 0 pt & After 0 pt

B. Please use the following format

Article Title…

By:

1. Name of student
2. Name of student
3. Name of student
4. Etc

Introduction

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Finding and Discussion

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Conclusion

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References