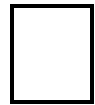


Note: Items checked (✓) are o.k.; things circled need work. If the work concerns one group member in particular, that member may be identified by name or by initials. Certain items may be referenced by their short, one-word designation. Check the whole collection - there will be instructor corrections on pages scattered throughout the draft; ***an example correction in one place means you correct everything like it elsewhere.*** We want to show you the kinds of things to change, not proofread.

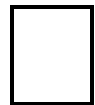


1) Overall appearance, layout, & order of assignment (**FOLLOW EXAMPLES!**)

[see the *Collection Guide*, p. 1, 10]);
typed cleanly in black, 12 pt., single space, 1" margins,
no staples or clips,
correct order of assembly (see *Col-Guide*, p. 1):
Cover sheets, Collector Releases
(Col. A first the profile, then the informant releases, then the items),
(Col B...), (Col C...) ...,
Master List

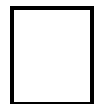
each collector together, each section & item on a new page,

9 X 12" manila envelope, labeled correctly with Group ID and all collectors' names



2) Cover Sheet:

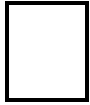
Correct id number on top; semester and year
number of items for each collector
total number of items presence of restrictions noted
All collectors listed, in order, last names bolded,



3) Collector Release forms signed and any **restrictions noted** on sheet.

Just one "Collector's Release Form" for the collection as a whole,
with all the collectors listed [see the *Col. Guide*, p. 9];

signed by hand in ink and dated by every collector who wishes to get a grade
EVERY item must be designated & unambiguously cross-referenced on the
Collectors' Release Form to the correct Item numbers (s. "Release Forms" in *The
Collectors' Guide*) and to the correct Index numbers.



4) Correct and Consistent Numbering on EVERY page (see *Col-Guide*, p. 8):

* use the collection *final due date* as leading number (yyyy-mm-dd) -

Do NOT use the vetting date or the date of the interview/performance itself

[see example above at top of Vetting Sheets]

include the word "Group" and identify it with a last name (bolded) and a first name

* Use one number for all the cover sheets, release forms and profiles: ... #0

For Example: 2010-12-01, **Group Potter**, Harry, #0

* Use **unique**, individual numbers for each individual item,

For Example: 2010-12-01, **Group Potter**, Harry, #2

For Example: 2010-12-01, **Group Potter**, Harry, #3

Use the Group Name, NOT the individual collector's or the informant's name

* In the Master List & Index footer use, e.g.: 2010-12-01, **Group Potter**, Harry, Master List

Coordinate & adjust your collection to make sure that the item numbers within the Master List and on the various Releases indeed **match the numbers** on the actual Items *on the final collection*.

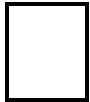
"No-Shows" and "deadbeats" can have an "N/A" after their numbering in the Master List or

Collectors' Release, so that everyone else's order is ok.

Make and correct the final assignment of item numbers the week before the collection is due!

There **must be NO DOUBT** about which release or index refers to which item. Items,

releases or index entries which use ambiguous or duplicate references **will not count**.



5) Informant Release forms (see *Col-Guide*, p. 9)

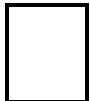
one "Informant Release Form" or "Release Form without Informant's Signature" for **each informant (including yourself)**;

signed (by hand in ink)

any restrictions noted

unambiguously cross-referenced with **correct item number** (s. "Release Forms" in the *Guide*), incl.: name of informant, name of collector, date, any restrictions

Items must be released to count. (Minimal hand corrections - e.g. adjusting #'s- can be ok *only* on release forms if already signed).



6) Proper Item Page Format (*Col-Guide*, p. 2-5 & "Sample Collection"):

sections & last names **bolded**

(top right:) informant's name (NOT collector's), place (e.g. town), date (e.g. year);

(left:) title, (multiple) genre(s), (multiple) group(s);

informant data; context; item; comments; restrictions;

collector (name/class/instructor on bottom right)

ALL pages and items numbered (correctly see #4 above)

AND cross-referenced (especially to both Releases & Master List)

(in lower left corner)

layout,

order;

12 pt. plain, dark black type,

single spaced; single sided

margins;

no staples or clips,

For each collector: first your profile, then the informant releases, then the items.

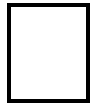
No two items on the same page = a new page begins a new item.

no hand-written corrections, clean, no printer failures, etc.

[**Reconcile and correct numbers, genres, folk groups, titles, etc.** among Items,

Release Forms, & the Master List

Check actual item sheets for sample corrections.

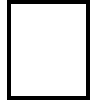


7) **Collector Profiles:** Quality, applicability, and thoroughness (*Col-Guide*, p. 2-3, 10)

(expand, give a fuller description, incl. for instance:

Name, age, gender, ethnicity,
language, where from, family background,
schooling, occupation; religion,
folk- groups, hobbies, etc.)

Profiles missing:



8) **Informant Background/Info:** Quality, applicability, and thoroughness (*Col-Guide*, p. 2-3)

(expand, give a fuller description, incl. for instance:

Name, age, **gender, ethnicity,**

language, where from, family background,
schooling, occupation, religion,

folk- groups (related to this performance); hobbies, relationship to you;

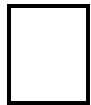
group data: ("European-American", not "White" or "Caucasian"; "African-American," not "Black"; etc.) (Not: "everyone," "family," or "American")

(Tell me who's talking) (is the informant named the one performing the item)

As many applicable folk groups as possible - in both Item and & Master List.

Always provide perceived ethnicity and gender.

consult notes on the item sheets:



9) **Contextual data:** Quality, applicability, and thoroughness (*Col-Guide*, p. 3)

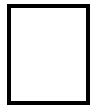
(Expand, give a fuller description: What caused or gave rise to *this specific* performance??

Circumstances, situation, environment, background, sociological context.

Tell me who's talking.

Don't just repeat the "genre." or be vague (NOT, e.g. "instruction" "rules" "health")

Any **commentary?**



10) **Is it folklore?** The item or text should demonstrate the student's accurate understanding of folklore and show the student really looked for a typical and current expressive item of folklore from their own experience, a variety of genres (*Textbook & Lectures*)

something non-commercial

something non-formal (not official government or church doctrine)

something not merely an heirloom

something not merely gleaned from scholarly or secondary sources

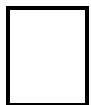
something not "invented as a tradition" without demonstrably becoming one

Items not properly released and indexed cannot count;

Non-folklore items cannot count.

Items needing work (or are not very *typical* of folklore):

(Consult "Vetting Sheet One," above, as well as notes on individual items)



11) **Presentation:**

Item or text must be accurately & thoroughly transcribed, described, or presented; (*Col-Guide*, p. 4)

At least five (5) Items. (up to 8 for extra credit)

Add **as many applicable genres** as possible on **both** the item and the master list.

(Without a master list entry and both releases: no credit!)

(Expand, give a fuller description of the item,

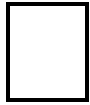
comparison for measuring size;

Tell me who's talking;

pictures, recordings; citations;

physical objects labelled).

Consult notes on the item sheets!



12) Master List and Index (*Col-Guide*, p. 6-7):
Items must be indexed in order to count.

List format,

numbering (o.k.?, unique?, for each item), last names bolded,
 headings in right order & bolded, no page breaks within an index item
 keywords left blank?

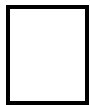
Consistency: Reconcile info amongst Items, Releases, & Master List

Coordinate your collection, reconcile, correct and match the categories, labels, groups, genres, restrictions, etc. consistently across everything you submit (cf. #8, #9, #11) and check suggestions marked on the item sheets.

Index quality of each item (both in the Item & in the Index):

item number, title,
 applicable **genres**** (check Collection Guide for possible genres),
 description, (be brief - this is just a quick identifier)
 informants, collector,
folk groups, especially perceived ethnicity and gender**, (especially that of this informant). (check Collection Guide for suggested groups: **NOT "family" or "friends"**)
 social performance **context/situation**; (don't just repeat the genre)
 Tie these categories to *this particular* performance, not possibilities
 place & year of performance,
 any restrictions (make sure they match item and both release forms),
 keywords [leave blank as a placeholder], notes.

****This will be the index, so "more is better:" Provide others with access to your items!**
In all cases list gender & ethnicity



13) Proper, university-level English and grammar usage;
 Punctuation, spelling or typographical errors?

Note: Names and titles are capitalized, e.g. Peter, Papa, Mother, King John Lackland
 President Lincoln, Dean Simian, the Bible, the Koran
 as are adjectives derived from names: American, Biblical, Catholic, Mom's
 BUT titles by themselves, are not, e.g. my mother, my grandmother, my son, the king, the president, the dean

Grammar, syntax or usage errors

You can contact writing tutors at the

Learning Resource Center (<http://www.fresnostate.edu/studentaffairs/lrc/>)

or the

Writing Center (<http://www.fresnostate.edu/writingcenter/>)

or consult with your professor for more detailed support

Second language errors: get an expert, English-only speaker to check the collection for you



14) Attach THIS copy of the "vetting form" filled-out by your instructor to your finished collection, on the top, inside the envelope. Include "Vetting Sheet One".

Properly label your envelope with the Group Identifier and each Collector's Name.

Collections without at least **all five (5)** pages of the filled-out vetting form attached will be graded down. If the instructors added pages, these must be included, as well.