

**English 3200 – Appalachian Literature
Fall 2013
Dr. Crisp
Office: Liberal Arts Building room 217
Email: jcrisp@daltonstate.edu
Phone: 706-272-2513**

OFFICE HOURS:

- I have student drop-in hours set aside for you on Monday through Thursday from 1:30 to 2:00 and on Tuesdays from 9:30 to 12:00.
- I also hold hours as the QEP director on Mondays and Wednesdays from 11:00-12:00 and on Thursdays from 9:30 to 12:00. I may not always be able to talk during those times because of my administrative duties, but I'll be in my office and you should feel free to drop by and check during those hours or any time.
- If your schedule conflicts with my office hours, see me or email me and we'll set up an appointment time that works for both of us.

REQUIRED MATERIALS:

- Selections from *Narrative of the Life of David Crockett of the State of Tennessee* (1834), available for sale in print or free online as a website or Kindle book
- *Life in the Iron Mills* (1861) by Rebecca Harding Davis, available for sale in print or free online as a website or Kindle book
- *River of Earth* (1940) by James Still (DSC Bookstore)
- One student-chosen novel from the Ballad series (1990-2013) by Sharyn McCrumb (for sale in print or on reserve at the DSC library)
- Selected short stories, folk tales, poems, and ballads, available in a course packet (DSC Bookstore)
- Selected short stories, folk tales, poems, and ballads on D2L

CATALOG DESCRIPTION:

Corequisite: ENGL 3010

Surveys major regional movements, genres, writers in the Appalachian mountains, from settlement to the present. Content and approach may vary.

Students must earn a **C** or better in order for an upper-level course to count towards a bachelor's degree.

COURSE DESCRIPTION:

The term "Appalachia" refers to a region in the Eastern US that includes Dalton and stretches from New York to Alabama, defined of course by the mountain range from which the region gets its name. In this class, we will read together the fiction and poetry, including folklore and ballads, of the Appalachian mountain region. We'll study the development of a regional identity over time and examine how and whether this

regional identity includes the full, diverse range of people who call the Appalachians home. As part of our study, we'll consider the importance of the mountain environment itself to this identity and investigate how environmental and economic challenges have also been felt as challenges to the people's very selves.

The course will run in large part as a Socratic seminar, a format which requires active student engagement with the material as we work together to answer questions raised by the works we read. Evaluation will include regular, substantive contributions to the Socratic seminar, near-daily reading quizzes, one presentation, an analytical research essay and a draft of that essay, and a midterm and final examination. Peer editing of drafts is required; use of turnitin.com to facilitate easy online peer editing is strongly encouraged.

STUDENT LEARNING OUTCOMES:

1. Students will articulate an understanding of the importance of regional perspectives to the writing and study of literature.
2. Students will demonstrate mastery of at least one work of Appalachian literature by examining it in depth in an analytical essay.
3. Students will demonstrate the ability to think critically by articulating their understanding of Appalachian literature and how it informs and is informed by current and historical Appalachian culture. (College-Level Competencies)

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

1. Measure: Students will be measured by their scores on a midterm examination that requires them to evaluate the regional influences on several works of Appalachian literature.

Target: Seventy-five percent of students will score 70% or better on their scores on the exam.

2. Measure: Students' competence will be measured by a rubric evaluating the logic and support components of an analytical research essay examining a work of literature from Appalachia.

Target: Seventy-five percent of students will score 70% or better on the logic and support components of the analytic essay.

3. Measure: Students' competence will be measured by their scores on a comprehensive final examination that requires them to identify and evaluate relationships between Appalachian culture and literature and the changes in those relationships over time.

Target: Seventy-five percent of students will score 70% or better on their scores on the exam.

COURSE REQUIREMENTS:

You should read the assigned selections before class on the day they are listed and come to class prepared to discuss them. If you have genuine difficulty understanding a selection fully, that is ok, but you should be sure that you have read the selection more than once, carefully, and made your best effort before you come to class with that as your commentary. You are, after all, in the business of reading, so difficulty in understanding should be a rare exception in your studies.

Emergency Instructional Plan:

If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check the current unit in Georgia View for additional assignments, activities, and due dates. If it is not possible for me to upload additional assignments because of loss of power, please write a summary of the assigned reading, write a one-page analysis of some aspect of the reading that interests you, and bring them to the next class. If conditions allow, I will load a PowerPoint, lecture notes, or video of the missed lecture in Georgia View, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

EVALUATION:

Assignments:

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| 1. Regular reading quizzes | 10% |
| 2. Participation in and substantive contribution to the Socratic seminar, including student-led sessions on the novels of Sharyn McCrumb | 15% |
| 3. A presentation done during or before the eighth week of class on a research project relating to one work of Appalachian literature | 20% |
| 4. A complete draft of an analytic essay in which you present your synthesis of the perspectives of critics and your own interpretation of a work of Appalachian literature. This should | 10% |

ideally be an expansion of your presentation topic, though I recognize that changes are sometimes unavoidable

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| 5. The completed essay based on the draft above and on instructor and peer feedback as well as your own considered revisions | 35% |
| 6. A midterm exam | 15% |
| 7. A final exam | 15% |

LATE WORK/MAKE-UP POLICY:

If you discover you will have a conflict with a due date, set up an appointment with me or see me during my office hours at least one week beforehand. I'm almost always happy to work out an extension with notice for reasonable causes. Don't surprise me on the due date or the days leading up to it with a sudden delay unless you have a genuine emergency and can document it.

CHEATING AND/OR POOR CONDUCT:

I'll deal with any dishonest or disruptive behavior as specified in *The College Catalog*, which contains the *Student Handbook*.

Personal peeves are ringing phones and texting instead of paying attention; I'm even more annoyed if you do this to your peers than if you do this to me. If you think you may have an emergency come up during class time, put your phone on vibrate and let me know, then step out to take calls so you don't disrupt class.

PLAGIARISM:

Plagiarism will not be tolerated; having completed English 1101, you should know what not to do! Presenting others' work or ideas, or portions thereof, as your own will result in a failing grade for the course. The student will be referred for disciplinary measures detailed in the Catalog and Student Handbook.

Turn-It-In

By taking this course, you agree that all required papers are subject to submission for textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site (<http://www.turnitin.com/static/usage.html>).

Turnitin is also a service for peer review and draft feedback as well as a grading platform that allows rich feedback. We'll be using all of these functions this semester, and while you do not have to choose to participate, your access to responses and feedback will be delayed until the next class meeting if you choose not to access the

service.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA:

1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the "New Users" link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID for this class is **6708787**; the enrollment password is **mountain**

OR

2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given in the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper's report to you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com, whether the paper has your name on it, and how you receive the Turnitin.com report.

Please note that in Turnitin.com there is a "test upload" assignment area for practice as well as the real assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not "education records." Therefore, test uploads will not be submitted for you.

Important note: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is as expected.

You can read more about Turnitin.com here: <http://www.turnitin.com>

COURSE CALENDAR:

The attached calendar is subject to change at the instructor's discretion or as needed. Check GeorgiaView for the latest version.

ATTENDANCE POLICY:

Come every day if at all possible; I'll do the same. For any absence after the third, I reserve the right to subtract one letter grade from your final class grade. Missed reading quizzes, including those from days when you were late, may not be made up.

DISABILITY SUPPORT SERVICES: Revised July 18, 2012

Students with disabilities or special needs are encouraged to contact Disability Support Services in Academic Resources. In order to make an appointment to obtain information on the process for qualifying for accommodations, the **student** must contact the Coordinator of Disability Support Services.

Contact information:

Andrea Roberson

Pope Student Center, lower level

706/272-2524

aroberson@daltonstate.edu

DROP/WITHDRAWAL POLICY:

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to drop classes without penalty is October 23.

Complete Withdrawal Statement:

"The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All students must* meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the [Enrollment Services Office](#)."

WORKFORCE DEVELOPMENT:

Contact: Mr. Scott McNabb, Workforce Investment Act

If a student receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the schedule adjustment form must be taken to the Workforce Development Office first. The office is located in the Technical Education Building, Room 214, and students can contact Mr. McNabb at 706-272-2635 from 8:00 a.m.-4:00 p.m. on Mondays, Tuesdays and Fridays. He is in the Georgia Department of Labor office on Wednesdays and Thursdays and can be reached at 706-272-4412.

English Department Plagiarism Policy

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as Athe false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as Athe false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gibaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author's last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer's own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author's last name and page number, but the

quotation marks are not necessary.

What Plagiarism Is:

- The use of another's writing without proper use of quotation marks
- The borrowing or buying of a term paper or speech
- The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

What Plagiarism Is Not:

- A summary of a total work based on the writer's impression
- Original ideas and reactions based upon reading critical views in secondary sources
- Common knowledge about the particular author, works, or topic

Instructors May Suspect Plagiarism If:

- Writing or speaking style is significantly different from the student's normal style
- Vocabulary used is that which is not commonly used by the student
- Sentence structure varies widely from the student's writing
- Specific and limited knowledge is treated as common knowledge

Consequences Of Plagiarism May Include:

- 0 on the paper or speech
- F in class at the Instructor's discretion, if stated in the Instructor's syllabus
- Referral to the Dean of Student Affairs with a conference pending
- Referral to the Discipline Committee for appropriate action

Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning.

These sanctions could include:

- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion

Examples

Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the **original material** and then compare the various styles of documentation.

Original Material

Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how *Huckleberry Finn* transformed American literature. Twain's innovation of having a vernacular-speaking

child tell his own story *in his own words* was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second. Huck's voice combined with Twain's satiric genius changed the shape of fiction in America (Fishkin 3).

Direct Quote

Even though literary critics may differ on the finer points of Twain's novel Huckleberry Finn, most tend to agree that Mark Twain's satiric genius and his use of the youthful Huck's voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain's innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second (3).

Short Paraphrase

Critics agree that Mark Twain changed the course of American fiction in his novel Huckleberry Finn with his skillful treatment of point of view and social satire (Fishkin 3).

Long Paraphrase

Even though there is great dissension among commentators concerning the model Twain used to create Huckleberry Finn, almost all are in agreement on one aspect: how Huckleberry Finn permanently changed the face of American literature. Having a child tell the story in his own dialect combined with utilizing satire as a means of criticizing society were Twain's two strokes of genius that forever altered American literature (Fishkin 3).

Incorrect Paraphrase

Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

Works Cited

Fishkin, Shelley Fisher. Was Huck Black? Mark Twain and African-American Voices. New York: Oxford UP, 1993.

Calendar Dr. Crisp English 3200 Fall 2013

Subject to revision as needed; check GeorgiaView for the updated version.

All pages and selections listed are things you should read before class on the day listed.

August

M	T	W	Th	F
			15 Intro to class "Heritage" (GaView)	
	20 History: Cherokee legend (GaView), "Tsali of the Cherokees" (coursepack) Mr. Brown		22 History: Selections from <i>Narrative of the Life of David Crockett of the State of Tennessee</i>	
	27 History/ sense of place: Selections from <i>Narrative of the Life of David Crockett of the State of Tennessee</i>		29 Geography, Geology, and sense of place: Dr. Loughren "The Good Life" (Coursepack),	

September

M	T	W	Th	F
2 LABOR DAY CAMPUS CLOSED	3 Geography, Geology, and sense of place: "Antaeus" (coursepack)		5 Dialect: "The Scotch-Irish Element in Appalachian English: How Broad? How Deep?" (GaView)	
	10 Dialect: "Appalachians are Finding Pride in Mountain Twang" (GaView)		12 Dialect: "The Star in the Valley" (GaView)	
	17 Dialect: "Ol' Skissim's Middle Boy" (GaView)		19 Folkways: "Aunt Arie" (Coursepack)	
	24 Presentations		26 Presentations	

October

M	T	W	Th	F
	1 Presentations		4 Presentations	
	8 Folkways: Ballads (GaView), "Songcatcher"		10 Folkways: Ballads (GaView), "Songcatcher"	2
14 FALL BREAK	15 FALL BREAK		17 Midterm exam	
	22 Folkways: excerpt from <i>The Chili Wagon, Our Father God and Finger Coffin</i> (Xerox)		24 Folkways/ Labor: <i>River of Earth</i>	
	29 Folkways/ Labor: <i>River of Earth</i>		31 Labor: Mother Jones (GaView)	

November

M	T	W	Th	F
	5 Labor: "The Mountain, the Miner, and the Lord" (coursepack) and preface (GaView)		7 Full draft analysis due Labor: <i>Life in the Iron-mills</i>	
	12 Labor: <i>Life in the Iron-mills</i>		14 Environment: "Silent Spring" article about and excerpt (GaView)	
	19 Environment: "Stripped" (Coursepack), the American chestnut		21 Contemporary Appalachia: "Kidnapping Mary," Dr. Matthews	
	26 Contemporary Appalachia: Ballad novels		28 Thanksgiving	

December

M	T	W	Th	F
	3 Last day of class Analysis due Contemporary Appalachia: Ballad novels		5 Begin finals week	
		11 Last finals		13 Grades due

Print Name: _____

Sign-Off Sheet

English 3200
Fall 2013
Dr. Crisp

I have received and read this syllabus; my professor has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Signature: _____

Date: _____