Identity in Appalachia

Course Theme: Identity in Appalachia

Students from all over the world attend Marshall University in Huntington, West Virginia—the only state that lies entirely within the geographical Appalachian region. Sometimes people think of “Appalachia” as merely a portion of the mythical south—but culturally, economically, and creatively, Appalachia is more complex than that. In this course, our readings,
discussion, and writing will broadly explore how Appalachian identity is portrayed within greater American culture and defined individually. While we will discuss various aspects of Appalachia’s positioning in the world, we will focus on and often revisit three important questions: What is Appalachia? Who is Appalachia? and Who says, anyway?

Classroom Conduct:

This class involves a lot of group discussion, some of which may focus on controversial and/or sensitive subject matter, and you will be expected to handle such issues with seriousness and professionalism. Furthermore, we will frequently exchange our writing, so everyone's work deserves to be shown equal respect. I understand that each of you comes from various backgrounds, but it is my policy that you are expected to keep an open mind and good attitude regarding the opinions of fellow writers and classmates. Yes, you are allowed to respectfully disagree, but you are not permitted to treat me or any other person in our class with disrespect at any time, in person or via online discussion.

Discriminatory remarks based on age, gender, race, ethnicity, religion, or sexual orientation will not be tolerated. If you say something I deem offensive, I will give you a warning the first time. After that, I reserve the right to dismiss you from the classroom and count you absent from class that day. If you write something that I find unacceptable for an academic audience because of bigoted language, I will ask you to rewrite it and conference with me on your own time to discuss the issue. You signed the Marshall University Students Code of Rights and Responsibilities, and you're expected to follow that code in this classroom in regards to class discussion and individual assignments.

Required Texts, Access, and Materials


4. A 1-inch spiral bound notebook

5. Hole-punched lined paper for in-class exercises (in a serrated-edged notebook or loose-leaf)

6. A hole punch (for outside-of-class typed writing responses that go in your notebook)

7. Daily access to the internet on a computer, iPad, iPhone, tablet, or other device. I will frequently post links to readings on Blackboard, as well as your grades when available.

8. Daily access to your Marshall University e-mail account. This is the only way I will correspond with you digitally, and I expect you to keep up that correspondence in a timely manner. Any unforeseen course announcements will come to you via your Marshall e-mail. Lack of access will not be an adequate excuse for missing an announcement.

Blackboard

Blackboard will be utilized in this course to allow you access to major course documents, links to online readings, and your grades, as well as turn in digital copies of major assignments. I keep track of grades manually in a paper grade book, but I also will post those grades, when complete, on Blackboard so that you are aware of where you stand in the class. It is your responsibility to come to me during office hours if you have questions or concerns regarding grades. Do not contact me via Blackboard (or email) regarding your grade, nor should you wait until the last two weeks of the semester to voice concerns.

Finally, you will turn in a digital copy of four assignments throughout the semester via Blackboard, in addition to the hard copy due in class. These include: Essay 1, Essay 2, Essay 3, and Radical Revision Project. Every other assignment is to be kept in your course notebook and turned in only on notebook due dates.

GRADING

Each assignment is graded based on overall quality of the insight, writing, and creativity taking into account the following: how well the work fulfills the requirements of the assignment; to what extent the work demonstrates the principles taught in the course or expected of the students entering the course; how effectively the work communicates and engages with its intended audience; the work’s level of clarity (organization, grammar, and style); and to what extent the work aligns to assignment directions, whether indicated by individual assignment sheet or syllabus guidelines.
This course will be graded on a points system. Total coursework for the semester is worth a possible total of 1000 points. Your total points earned will be divided by 1000 in order to calculate your final grade percentage. The final course grade will adhere to a 10-percentage point scale, indicated below in both percentage and point values.

100%-90%: A (900-1000 points)
89%-80%: B (899-800 points)
79%-70%: C (799-700 points)
69%-60%: D (699-600 points)
59%-0%: F (599-0 points)

Assignment Structure & Grades
The following is a summary of the assignments you are expected to complete in this course, including a percentage how much of your total final grade each assignment is worth, as well as how many points each individual assignment is worth. Points below equal the total 1000 points possible in this course.

10% - Revision Portfolio (100 points)
15% - Essay 1 (150 points)
15% - Essay 2 (150 points)
15% - Essay 3 (150 points)
15% - Radical Revision Project (150 points)
30% - Course Notebook (300 points total [150 at midterm, 150 at finals])

Assignment Summaries:

30% - Course Notebook (300 points total [150 at midterm, 150 at finals]): Throughout the semester, I'll assign several informal writings that will help you think through and practice skills for your major research assignments. You will keep these practice exercises in a three-ring, 1-inch binder that you will bring to class every day and turn into me for grading on indicated due dates. Minor assignments will cover: close reading and textual analysis; rhetorical concepts, including audience considerations, genre, and logical appeals; developing an argument; writing questions for research; utilizing library resources, including selecting the best sources for research, supporting claims with research, and annotating bibliographic references; the ethics of research, including citing sources; revision of self and peers; and proper grammar. Types of assignments may include but are not limited to: in-class writing exercises, writing prompts given during class that are to be completed as homework, notes from group work, peer reviews, pop quizzes, reading reflections, drafts of major assignments, and grammar exercises from your writing manual. I will check notebooks during each class period for assigned work. I will as you to turn in your notebooks twice throughout the semester for grading. All assignments except for Essays 1-3 and the Radical Revision Project are to be turned in to me only when your turn in your notebook.

COURSE NOTEBOOK DUE DATES:
1. Tuesday, March 3: Midterm Notebook
2. Tuesday, April 21: Final Notebook

15% - Essay 1 (150 points): For this assignment, you will write a personal essay as cultural criticism. Your personal essay about an experience that has altered how you think about a cultural issue related to Appalachia. You will use this personal anecdote as a way to comment on a larger social, intellectual, or cultural consideration. Minimum five (5) pages. DUE DATE: Thursday, February 5

15% - Essay 2 (150 points): For this assignment, you will write an informative essay that focuses on a topic related to Appalachian identity and culture with the support of non-scholarly and scholarly sources. You will learn how to develop an interesting and focused question, locate and evaluate sources to explore that question, and write a coherent academic essay
that attempts to answer the question at hand. A detailed assignment handout will be supplied prior to the due date. Minimum five (5) pages. **DUE DATE: Thursday, February 26**

**15% - Essay 3 (150 points):** For this assignment, you will write an essay that compares and contrasts how one aspect of Appalachian identity is represented in one of the books we read this semester to how that same aspect of Appalachia identity is represented in either a television show or film. You will learn how to develop an coherent academic argument and support that argument with secondary sources. A detailed assignment handout will be supplied prior to the due date. Minimum five (5) pages. **DUE DATE: Tuesday, March 31**

**10% - Revision Portfolio (100 points):** For this assignment, you will revise essays 1-3, using feedback received from me, as well as your peers. A detailed assignment handout will be supplied prior to due date. Page length will vary. **DUE DATE: Thursday, April 23**

**20% - Radical Revision Project (150 points total [50 for presentation, 100 for final paper]):** For this assignment, you will write a creative radical revision using one or more of your essays from the course the semester. With this project, you will learn how audience affects genre. You will also conduct a short presentation to the class explaining your research and sharing your final work. Presentation: 4-5 minutes. Page length will vary.

**FINAL RESEARCH PROJECT DUE DATES:**

Presentations will be conducted on Tuesday, April 28 and Thursday, April 30. I will distribute a sign-up sheet to schedule presentations. Your Radical Revision Project is due at the time of your presentation.

**LEARNING OUTCOMES**

The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>How students will practice each outcome in this Course</th>
<th>How student achievement of each outcome will be assessed in this Course</th>
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| Students will demonstrate comprehension of literary and informational texts, demonstrated through summarizing, paraphrasing, and responding to course material, including the work of peers. | 1. Class discussion  
2. In-class exercises and assigned homework ("minor assignments") collected in course notebooks, defined as such below.  
Minor assignments will cover: close reading, rhetorical analysis, identifying stakeholders, developing an argument, writing questions for research, utilizing library resources, selecting the best sources for research, supporting claims with research, annotating bibliographic references, citing sources, the ethics of research, proofreading, revision, and proper grammar. | Essay 1  
Essay 2  
Essay 3  
Revision Portfolio  
Radical Revision Project |
Students will demonstrate application of rhetorical concepts, including audience considerations, genre, and logical appeals.

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Students will demonstrate ability to acknowledge and evaluate larger social, intellectual, and cultural contexts as relevant to their particular writing tasks.

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Students will demonstrate ability to write a focused, cohesive text that demonstrates adequate development of ideas.

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Students will demonstrate ability to present ideas logically and in an organization pattern appropriate for an assignment's purpose.

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Students will demonstrate application of Standard English usage and the ability to proofread for surface features such as syntax, grammar, punctuation, spelling, and textual formatting.

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Students will demonstrate application of ethical citation practices.

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POLICIES:

1. **Attendance Policy:** Regular attendance is expected and necessary. Class discussions, my lectures, and your participation in group work are vital to your success in this course. You may miss up to four (4) unexcused absences with no penalty. Upon the fifth (5th) absence, your final course letter grade will be lowered by one full letter. (For example, a final course letter grade of a “B” will become a “C” upon the fifth (5th) unexcused absence). **If you have six (6) or more unexcused absences, which is equivalent to three (3) weeks or 20 percent of class, you will receive an “F” as your final grade in the course.**

   Excused absences are described on the official Marshall University Policies. In order to receive an excused absence, you must take legitimate proof to Student Affairs, located on the second floor of the student center. Following that, I will receive an emailing verifying whether or not your absence has been deemed “excused” according to university standards. **You will not be penalized for excused absences.** Whether your absence is excused or unexcused, is your responsibility to find out from your class buddy (see below) what you missed in class and make arrangements to pick up any handouts that were distributed. If you have additional questions after talking to your class buddy, please come see me during office hours.

2. **Attitude:** Attitude can make or break you, not only in this class, but also for the rest of your life. You are a legal adult, so I expect you to act like it. I will not tolerate immaturity or disrespect. This means: Do not be rude. Sit up in your seat. Do not roll your eyes. Make every effort to be enthusiastic. If you’re not sure what that means, picture yourself on the job while listening to your boss in meeting. Think about what your body language looks like there if want to keep your job and possibly get a raise next year—do that while you’re in my class. It’s distracting to me and to others if you’re working harder to show a lack of enthusiasm and your general misery than to simply be professional, mature, and kind. If you fail to keep a professional attitude, I will ask you to leave class and you will receive an unexcused absence for that day.

3. **Email:** I will respond to emails from your Marshall University account only. When you contact me by email, I expect you to communicate in a professional and cordial manner. This means that you will pay as much attention to language and style here as you would in your assignments. Please do your best to be clear and concise. If your email is illegible, unprofessional, or rude, I will not respond. Please address me by my name—Professor Steele or Ms. Steele—and, above all, do not address me as “Prof,” “Hey,” or “Mrs.” Here is a good example of how I expect you to communicate with me:

   **SUBJECT: Jane Doe, ENG 101-220**
   
   *Professor Steele,*
   
   I wanted to let you know that I am sick, and I won’t be able to attend class today, Monday, March 2. I plan to go to the doctor in order to get an excuse, so you should receive notice of that from the university soon. I will check with a classmate to see what I miss and whether or not I need to come by your office to pick up any handouts. **Have a great day!**
   
   *Sincerely,*
   
   *Jane Doe*

As you see above, in the email subject line, please include your name, class name and section. [Example: Jane Doe, ENG 101-220.] I require this for organizational purposes. If you fail to include that information in the subject line of the email, I cannot guarantee that I will be able to respond to you in a timely manner. If you send an email Monday through Thursday and you do not hear from me within 24 hours, that means I did not receive your email and you must attempt to contact me again. I will not be available by email between 5 p.m. on Thursdays and 9 a.m. on
Mondays, unless otherwise indicted in class prior to the weekend. This means you must think ahead when papers and projects are due in order to ask any questions you may have.

4. **Cell Phones**: There will be a few times during the semester when we will use our cell phones for some interactive in-class activities, and I will ask you to get out your device and use it. Otherwise, your cell phone should be on silent mode during class; I do not want to hear it vibrate or ring. I know many of us use our phones to check time (myself included), and I have no issue with you periodically glancing at it to do so. I will give you a warning or two. However, if I find that, after a warning, you are excessively using your cell phone during class to the point that it becomes a distraction either to me or your classmates, you will receive an unexcused absence for that day of class and lose your electronics privileges for the rest of the semester. *Note: If you ever have an extenuating circumstance that requires attention to your cell phone while we’re in class, simply let me know before we begin, and you may quietly exit the classroom to answer your phone when it’s necessary—that’s no problem.*

5. **Laptops, tablets, and iPads**: Most of our work will not require use of your own electronic devices while in class. The physical act of writing on paper helps you retain information more successfully. However, if you prefer and plan to use a laptop, tablet, or iPad during class for any reason, that’s fine with me as long as it doesn’t become a distraction. If I catch you looking at anything that has nothing to do with our course work, you will receive an unexcused absence for that day of class and lose your electronics privileges for the rest of the semester.

6. **Submitting work**: All major assignments are due via Blackboard submission AND in the form of a paper copy at the beginning of class on their respective due dates, unless otherwise noted. Essay 1, Essay 2, and Essay 3 can be turned in late for a 10 point/day penalty up to three (3) days. After that, you will receive zero points for an essay. I will not accept late work for any other assignment. *Note: If you have an excused absence, you may turn in any assignment late with no penalty. Upon missing an assignment because of an excused absence, it is your responsibility to let me know so we can agree to a new due date. If you fail to turn in the late paper by the new due date on which we’ve mutually agreed, you will receive zero points for the assignment.*

7. **Formatting work**: All major assignments should be formatted according to current MLA guidelines, which will be covered in class before the first major assignment is due. All formal assignments should be typed in Times New Roman, 12 pt., with 1-inch margins. Please include your name, course and section, assignment title, and date in the upper left corner. For major assignments, I deduct ten (10) points for incorrect formatting.

8. **Arriving Late & Leaving Early**: It is important that you do your best to get to class on time. I absolutely understand that most of you are busy balancing class, jobs, studying, friends, and family, and because of that, you might run late from time to time. Please don’t miss an entire day of class because you want to avoid being late; however, do not abuse my leniency. If you arrive late or leave early too frequently, I will ask you have a special conference with me on your own time so we can discuss the issue and make a plan for how to alleviate the problem. *Above all, do not begin packing up your materials before the end of class. This is incredibly disrespectful. I will tell you when class is over, and until then, you are expected to remain engaged in our discussion, and that does not include closing your notebooks, putting away your pens, and getting out your phones.*

9. **Academic Dishonesty:**

   1. All of your work is expected to be your own and written specifically for this class. Plagiarism is a complicated issue, and as such a few specific rules should be defined:

      A. Quotes, paraphrases, and summaries of sources should be clearly marked and cited according to MLA guidelines. Even if it’s an honest mistake, failure to do so is technically plagiarism. It is your responsibility—
not mine—to make sure that the final draft of a paper contains proper citations. If you don’t, you’ll receive an assignment grade of 0% or a grade deduction based on the severity of the plagiarism.

B. Although it may not technically be plagiarism, copying and pasting large amounts of text (more than one-fifth the length of your paper) from a source with proper quotation cannot be considered original work, and will therefore result in an assignment grade of 0%.

C. If you blatantly cheat—i.e. copy and paste large amounts of text from a source without clear introduction/quotation, submit work that was not originally written for this class, or submit work that was not written by you, the student—you will automatically fail the course and be reported to the Office of Student Affairs, which could lead to suspension or even expulsion from the university.

2. If you plagiarize, I’ll notify you via e-mail of the violation and sanction; after that, it’s your responsibility to make an appointment with me to discuss your concerns.

10. Syllabus Changes: I reserve the right to modify this syllabus and the course schedule as needed. I will notify you if and when changes are made.

THE WRITING CENTER:
The Writing Center is a free resource provided by the English Department to assist you in any phase of the writing process—brainstorming ideas, clarifying assignments, making outlines, utilizing resources, beginning a draft, editing, revising a draft, etc. You should take all assignment materials to each session so the tutor has a clear idea of your professor’s expectations. Appointments are offered both face-to-face and online. If you’d like to make an appointment, visit: www.marshall.mywconline.com.

COUNSELING SERVICES
The Marshall University Counseling Center is available as a free resource to all enrolled students. Counselors can help you with many different types of problems, from stress management to personal conflicts. Please take advantage of this service if at any time you feel you are struggling to cope with any matter, no matter how small or large. You can visit their website at http://www.marshall.edu/psych/clinics/campus-psychology-clinic/ or call them at (304)696-2772.

DISABILITY SERVICES
The Marshall University Office of Disability Services is available as a resource to all enrolled students, whether full or part time. You can visit their website at http://www.marshall.edu/disabled/office-of-disability-services/ or call them at (304)696-2271.