English/Appalachian Studies 140
Appalachian Literature

Instructor: Dr. Kate Egerton
Class meetings: MWF 2:00-2:50 in Draper 116
Office hours: Mondays from 3:00-4:00. Other times by appointment—signup sheets will be available weekly in class and on my office window. All conferences take place in Draper 222A unless otherwise specified.
Phone: 859-985-3586 (office & voice mail)
Email: egertonk@berea.edu

Course Description

This course will introduce students to the literature of Southern Appalachia. While our focus will be on close reading of individual texts, we will also explore how history and culture and place interact with literature. Sharing ideas through writing and class discussion will be an important part of this course. This course satisfies the African Americans', Appalachians', and Women's Perspective.

Required Texts


Other short stories, essays, and poems will be available on Moodle.

Course Goals

In ENG 140, you will

- Become familiar with significant literary works by writers of the Southern Appalachians
- Learn to read a variety of literary texts carefully and critically
- Explore the impact of historical events, geography, and cultural backgrounds on literature, including the dynamics of privilege and power and resistance to domination
- Become a more independent and critical thinker, while developing your abilities to express ideas orally and writing in formal and informal contexts
- Reflect on the relationships between identity and place
- Develop skills in the oral interpretation of literature through informal class readings
Requirements

In order to earn a passing grade in Appalachian Literature, you must satisfy all of the requirements detailed below. You must complete all of the major assignments to pass the course. All work turned in to me must be submitted electronically via Moodle.

Reading Assignments and Forums

Keeping up with the reading is the most essential part of this course—do not fall behind! I also want you to be in the habit of writing as you read. For each of ten authors or groups, you must post at least one entry (around 250 words) in the appropriate Moodle forum. These forums will supplement, and often prepare the ground for, our in-class discussions. I will read the forums regularly, but I will only assign grades—based on effort, completion, and increasing skill—at midterm and at the end of the semester. You must complete five posts before the midterm, and five afterwards. Posts you make after we have finished discussing an author in class, no matter how brilliant, will only be eligible for half credit.

Essays, Drafts, and Workshops

At five points during the semester, you’ll write short response essays (averaging 600-800 words). We may briefly workshop some of these essays in class. Feel free to use your forum posts as first drafts for these responses.

You will also write one longer essay (between 1500-2000 words) incorporating outside research. By February 26, I will ask you choose a focus text, and your focus will determine your essay’s due date. This flexibility gives you more control over your workflow, and as a group, we all benefit by having a few folks developing more expertise on each text as we read it together.

Final papers should be stripped of all Word comments and mark-up and be scrupulously edited. Once I have graded an assignment or made comments on a draft, I will return it to you via Moodle. As a matter of routine, I don’t write comments on graded essays. I am, however, always happy to discuss graded work in my office.

Drafts and essays may be due at times class doesn’t meet, such as midnight on a Friday or 9am on a Tuesday. I will not accept late essays without prior arrangement.

Formatting and Style

Your essays this course should be prepared using correct MLA manuscript style, and each should include a complete and correct Works Cited page. See The St. Martin’s Handbook for guidance. Remember that the goal of correct formatting and usage is invisibility. You want your reader to move directly to your arguments and ideas, not to spend time noticing what your essay actually looks like.

Exams

You will write both an in-class midterm and a final in this course.
Technology

Computer Use

For certain class meetings, I’ll ask you to bring your laptop, which must be in good working order, to class. However, using your computer in class to do non-course related things (i.e., check email, IM, surf randomly, play games, work on projects for other courses) will lead to my asking you to leave class for the day. If you do not have a laptop on a day when they are required, you will be marked absent. IS&S has loaners if your computer is being repaired.

We will be using Moodle extensively. If, especially when turning in assignments, you are having computer problems related to Moodle that the Help Desk (x3343) or the Instructional Technology Resource Center (x3877) cannot resolve, email me or leave voicemail at x3586, relax, and know that I’ll help you as soon as I can. If I don’t know about your problem, it’s your problem. In the event of system-wide outages, I’ll let you know about alternative arrangements.

Email

Email is by far the best way to get up with me whether or not I’m on campus. In the evenings and on weekends, if I’m available, I’ll check email (if I’m not on email at those times, I’m not available). Check your @berea.edu email account regularly and please use specific, relevant subject lines for your messages. yl Emsg cn B an In4ml md, I Xpct yr msgs 2 follw d rlz of std ritN en.¹ I also hang out on Facebook.

Cell Phones

Please do not use cell phones in class. If you must be available because of family obligations, I expect you to keep your phone close at hand. If it rings (or, preferably, vibrates), I expect you to run out the door before you answer your call. I reserve the right to revisit this policy if I feel it is being abused. Texting in class is always inappropriate.

Plagiarism

According to the Berea College Student Handbook, “[s]tudents are expected to be scrupulous in their observance of high standards of honesty in regard to tests, assignments, term papers, and all other procedures relating to class work.” Plagiarism—the use of other people’s words or ideas without sufficient citation—is a serious academic offense, and all writers must learn how to avoid it. Citing sources is also a rhetorically effective practice that lends you, the writer, additional authority in the eyes of readers. We will follow the MLA parenthetical citation style, and we will discuss proper citation form and practice in class. If I detect plagiarism in work submitted for a grade, you will receive no credit for that assignment. A second offense will result in a failing grade in the course. I will report all plagiarism offenses to the Associate Provost for Academic Services. More information on academic honesty and the Hutchins Library BOOST tutorial is available at http://www.berea.edu/vplsl/studenthandbook/rightspolicies.asp.

¹ While email can be an informal medium, I expect your messages to follow the conventions of standard written English.
Grades

Your grade in this class will be based on your progress toward the course goals as shown through the assignments listed below. Throughout the semester, your grades will be available on Moodle. You are responsible for monitoring your grades. If you have questions or concerns about your progress, please come see me (the earlier, the better).

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Forum Posts (10)</td>
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<tr>
<td>Response Essays (5)</td>
<td>30%</td>
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<tr>
<td>Research Essay</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
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During the semester, I will grade by assigning points. At the end of the term, your total points will be converted to a letter grade based on the scale published in the Berea College Catalog (available at [http://www.berea.edu/catalog/academicregulations/grades.asp](http://www.berea.edu/catalog/academicregulations/grades.asp)).

Attendance and Participation

Attendance policy

This class uses a discussion format and consistently requires your active participation. **Attendance is mandatory, and every unexcused absence after the first will lower your participation grade. After six absences (excused or otherwise), you will fail the course.** Please let me know about college-sponsored trips in advance, and keep in touch via email if you are ill or have a family emergency. If you are absent, I expect you to be caught up and ready to work upon your return. The answer to “did I miss anything?” is always “yes—check the syllabus, check Moodle, and call a friend for more details.” Late arrivals distract everyone, so please be on time.

Participation grade

There will be opportunities to participate both orally and in writing. Being a strong participant does not mean striving to dominate every conversation, or even being vocal every day. It does include being an active listener and responder as well as bringing up new topics for discussion and writing in class or on the discussion forums. Asking questions counts as participation.

Conferences

You are required to meet with me at least once as you are working on your research essay. Missing this required conference counts as a class absence. Beyond that, feel free to consult with me outside of class as frequently as you find useful.
Other Resources

Learning Center

Please take advantage of the Learning Center as you work on this course. Learning Center consultants can help you at any point in a writing project, from early discovery work through revision to finishing touches. See the Learning Center’s web site at http://www.berea.edu/cltcr/ for hours and additional information.

Special Needs Services

If you have a disability that may prevent you from fully demonstrating your abilities, please contact the Disability Services Coordinator, Carol Barnett, PhD, LCSW, at (859) 985-3212 to discuss accommodations necessary to ensure your full participation in this course.

Calendar

This schedule covers most of our reading and writing assignments, and I’ll post additional information on Moodle as necessary. Assume that each reading assignment requires a journal post unless I tell you otherwise. You are responsible for keeping up with the schedule via Moodle throughout the semester, and “I didn’t know we were meeting in the Appalachian Center today” is not a valid reason for missing class.

M, 2/8       Introductions
W, 2/10      James Still, River of Earth, pages 1-53
F, 2/12      James Still, River of Earth, pages 54-98

M, 2/15      James Still, River of Earth, pages 100-165
W, 2/17      James Still, River of Earth, pages 169-245
F, 2/19      Workshop on First Response Essay—bring your laptop!

M, 2/22      Meet in the Loyal Jones Appalachian Center Gallery today (ground floor of the Bruce Building), First Response Essay due by 5pm
W, 2/24      Gurney Norman, Kinfolk, pages 1-55
F, 2/26      Gurney Norman, Kinfolk, pages 56-119
M, 3/1  Ron Rash, *Saints at the River*, chapters 1-3

W, 3/3  Ron Rash, *Saints at the River*, chapters 4-7

F, 3/5  Ron Rash, *Saints at the River*, chapters 8-10

**Second Response Essay due by 5pm**


W, 3/10 Pinckney Benedict, *Town Smokes*, “Town Smokes” and “Miracle Boy” (Moodle)

F, 3/12 Pinckney Benedict, “The Angel’s Trumpet” (Moodle)

**Pinckney Benedict will join us in class today.**

Please attend Pinckney Benedict’s reading for *Appalachian Heritage* magazine at 7:30 pm in the Loyal Jones Appalachian Center Gallery.

M, 3/15 James Still, *The Wolfpen Poems*


F, 3/19  **No Class—Appalachian Studies Conference**

**Third Response Essay due by 5pm**

M, 3/22  **Midterm Exam**

W, 3/24  bell hooks, “Kentucky is My Fate” from *Belongings* (Moodle)

F, 3/26  poems by Nikki Finney and Nikki Giovanni (Moodle)

M, 3/29  **Spring Break**

W, 3/31  **Spring Break**

F, 4/2  **Spring Break**

M, 4/5  Frank X. Walker, *Affrilachia*

W, 4/7  Frank X. Walker, *Affrilachia*

F, 4/9  Silas House, *Clay’s Quilt*, chapters 1-4
M, 4/12  Silas House, *Clay’s Quilt*, chapters 5-18

Please attend Silas House’s convocation lecture on Thursday at 3pm.

F, 4/16  Silas House will join us in class today.

M, 4/19  **Fourth Response Essay due by noon**

W, 4/28  Jayne Anne Phillips, *Lark and Termite*, pages 189-244
F, 4/30  Jayne Anne Phillips, *Lark and Termite*, pages 245-282

M, 5/3   C. E. Morgan, *All The Living*, pages 1-74
W, 5/5   C. E. Morgan, *All The Living*, pages 75-130
F, 5/7   C. E. Morgan, *All The Living*, pages 131-199

M, 5/10  Synthesis
**Fifth Response Essay due by 5pm**

W, 5/12  Exam Review

The final exam will be given at 1pm on Thursday, May 20.