**Syllabus ENGL 2000: Topics in Literature & Culture – Appalachian Dialects**

ENGL 2000, Spring 2024, 3 credit hours

# Professor Information

**Dr. Jenny Crisp**

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# Required Text and Materials

Clark, Amy, and Nancy M. Hayward, eds. *Talking Appalachian: Voice, Identity, and Community*. University Press of Kentucky, 2014.

# Catalog Information (including pre- and Co-requisites)

Prerequisite: Completion of or exemption from ENGL 0999

Co-Requisite: ENGL 1101

Introduces students to the rich diversity of cultures and creative endeavors by exploring a variety of texts. Course topics are variable and may include pop culture, activist movements, comic books, or video games among many others within the realm of literature and cultural studies. Students may also complete a variety of career-oriented projects related to social media, digital literacy, creative writing, linguistics, professional writing, and textual analysis.

# Instructional Format

This is a face-to-face class that will make use of online materials. We will meet twice a week. Assignments will be turned in online with due dates generally a day or two after class meetings to give you time to polish and/or revise based on work we do in class. This course is streamed to both the Dalton and Ellijay campus; I will primarily be in Dalton because of other classes on that campus but will be in Ellijay occasionally.

# Evaluation (Grading)

| Assignment | Weight |
| --- | --- |
| READING QUIZZES AND PERUSALL DISCUSSION:  Reading quizzes at various points in the semester will cover the work assigned for class reading that day. Each quiz will take place at the beginning of class. Students who arrive late or when students are finishing up the quiz may NOT make up the quiz. You must be on time to participate in this graded activity! Instead of quizzes, some days’ readings will be in Perusall, where you’ll discuss with classmates before class. | 15% |
| CONTEXT EXAMS:  Each context exam will cover the literary/cultural contexts for each author and work assigned on the syllabus. Students will take five online exams. Each exam is open book and notes. Format may vary depending on what the exam covers; there may be written sections, fill in the blank, multiple choice, etc. | 25% |
| ANNOTATED BIBLIOGRAPY:  Ten scholarly sources, APA, MLA or Unified Style Sheet for Linguistics style – pick one, though, and be consistent! Discussion of how they may be useful in your research, at least 50 words about each (in complete sentences). | 20% |
| RESEARCHED ANALYSIS:  Several options:  • Poster session + 1,000-word writeup for me  • 10-minute presentation + 1,000-word writeup for me  • Thesis-driven analysis essay of at least 2,000 words  All options must use at least five secondary, academic sources found through GIL and/or Galileo. Interviews are an option, but those wishing to do an interview must first complete IRB training (check with me for details). | 30% |
| FEATURE COMPILATION:  This assignment is designed to build your skills in qualitative language assessment.  Your primary task is to develop a list of language variation patterns drawn from an  Interview or other recording (note there are additional human-research requirements if you want to do your own interviews, but this is an option for this assignment and for your research project. | 10% |

# Communication

I’m available by email any time (expect a delay if you email at night) and by text from 9 am to 9 pm. My office hours are above.

# Attendance

Please try to come if you are well. We’ll be having a lot of in-class discussion and a lot of background information that you’ll miss if you’re not here. If you’re too sick to come but not to participate and/or you’re quarantined, please let me know that and we can bring you in virtually for full credit. Absent extenuating circumstances, students who miss more than three classes risk failing the course. We all know that circumstances have been mostly extenuating for way too long now, and that’s not likely to change, but keep in mind that this is a content-heavy course on what I hope you’ll agree is a fascinating topic that’s close to home for all of us in this area. The “close to home” part means we all have valuable insights to share. Please do that if you possibly can.

# Late Work/Make up

Due dates are available at the beginning of the semester, and I’m always happy to accept work in advance if you have a conflict coming up. I have set our due dates because each of our assignments is designed to help you build up to the next, and I don’t want you to get overwhelmed by trying to do too many things at once.

At the same time, though, I know life happens, so I accept late work by previous arrangement. If you see you’re not going to make a deadline, reach out to me (in person, email, or text before 9 pm the night the paper is due). I’d much rather have a good paper a day or two late than half a paper or a terrible rush job on the due date; I just need to be in the loop so I know when to plan reading time.

Missed in-class essays may be made up, but these makeups must be done outside of class time and generally within two weeks of the missed class day (exceptions if you’re sick for a long time or something similar). Missed quizzes and classwork usually may not be made up but may be excused for illness or similar. Class time is not the time to discuss missed work, obtain assignments, or make arrangements – write, text, or see me during my office hours for these discussions.

# Other Specific Course Related Policies

## Cheating and/or Poor Conduct

In face-to-face meetings, if you’re not using your phone/tablet/laptop/classroom computer to access class materials, turn it off when you come into class; if you are using it, put all its various beeps on silent or vibrate out of respect for your classmates.

We’ll be using a lot of devices this term, and usually you’ll find I’m happy to see you working on your computer/tablet/phone (assuming you’re really working, of course!) However, that does not apply during any paper-based quizzes and tests! If you text or otherwise manipulate an electronic device during one of those quizzes or exams, I’ll assume you’re cheating and assign a zero for the test and for the day.

Other dishonest and disruptive behavior will be dealt with according to the *Student Handbook*.

## Plagiarism

Plagiarism (defined by the English department as “any use of the ideas or words of another person or machine” without acknowledgment and covered in class) is a serious offense – a first occurrence of a partially plagiarized paper will mean a zero on the assignment; students may be referred for disciplinary measures detailed in the *Catalog* and *Student Handbook* at the professor’s discretion. First offenses of over 50% plagiarized papers and all second offenses will be scored zero and the student will be referred for disciplinary measures detailed in the *Catalog* and *Student Handbook*.

### ARTIFICIAL INTELLIGENCE

We will work together to come up with guidelines for the use of generative AI in this class, and once the class has voted on guidelines, I’ll expect everyone to abide by them. Note that any unacknowledged use is covered in the plagiarism policy above – that won’t change, so you’ll definitely have to cite any service you use. Everything we write goes through Turnitin.com, and its AI checker is not something I can turn off even if I wanted to. At the same time, generative AI and large language models are a major development in the field of linguistics, so I don’t plan to forbid their use completely; they’re actually relevant to what the course covers.

## Course Calendar

Readings should be completed by the day they are listed; any day may include a reading quiz.

| Topic | Week | Tuesday | Thursday | Assignments due |
| --- | --- | --- | --- | --- |
| Intro | Week 1 | Intro to the class; what is Appalachia?  [Clip from *Appalachian English*](https://www.youtube.com/watch?v=03iwAY4KlIU)  Perusall demo | Intro to linguistics/sociolinguistics  [Crash course video](https://www.youtube.com/watch?v=3yLXNzDUH58), terms  Complete the “Making the Most of Learning with Perusall” assignment by class time |  |
| Background and history | Week 2 | Reading: Introduction in *Talking Appalachian* (Kahoot in class) | Inside Appalachia “Encore: What is Appalachia? We Asked People from Around the Region. Here’s What They Said” (Perusall discussion) |  |
| Background and history | Week 3 | More linguistics background ([crash course sociolinguistics](https://www.youtube.com/watch?v=of4XzrbkknM&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=8)); look at course assignments | More linguistics background; preview “The Historical Background and Nature of the Englishes of Appalachia” in *TA* | Exam 1: linguistics background |
| Dialect as place | Week 4 | Reading: “The Historical Background and Nature of the Englishes of Appalachia” in *TA* | Reading: “Think Locally: Language as Community Practice” in *TA*  The Talking Appalachian Podcast “Fixin’ to, the A-Prefix and Twelve Days of Christmas, and an Excerpt from Verna Mae Slone’s ‘How We Talked’”  Timestamp: 7:23-10:04 (listen in class) |  |
| Dialect as place | Week 5 | Reading: “The Appalachian Range: The Limits of Language Variation in West Virginia” in *TA*  *The Talking Appalachian Podcast “How Appalachia Got Its Name, Appa-la-cha and Appa-lay-cha, and Why Words Change Over Time”*  *§ Timestamp: 0:00-5:28) section where they talk about the different pronunciations of Appalachia* | Guest speaker  He may talk about old-time music, blacksmithing, making moonshine, and/or horseshoeing. He’s done all of these, so it’s sure to be interesting! |  |
| Dialect in Literature | Week 6 | Reading: “The Treatment of Dialect in Appalachian Literature” in TA  The Talking Appalachian Podcast “Kentucky Author Silas House Part 1” (gives good background to the complexity of making art about Appalachia and his short story)  § Timestamp: 5:05-9:27  The Talking Appalachian Podcast “Kentucky Author Silas House Part 2” (talks more about the dialect and his experience with dialect prejudice as an accoladed author)  § Timestamp: 0:00-5:31 | Reading: “In My Own Country” in TA  Discussion of feature compilation |  |
| Dialect in Literature | Week 7 | Annotated Bib working day | Reading: excerpt from Preface to *Sut Lovingood: Yarns Spun by a "Nat'ral Born Durn'd Fool."* (online) |  |
| Dialect and group membership | Week 8 | Talking Appalachian podcast: Crystal Wilkinson (listen in Perusall before class) | Reading: Selections from the Affrilachian poets (online) | Exam 2: place and literature |
| Dialect and group membership | Week 9 | “African American Speech in Southern Appalachia” in *TA* | Reading: “Holler” in *TA* (warning for domestic violence, lynching; alternate available). Online discussion rather than in-person class; Crisp and Silvers will be at the Appalachian Studies Association conference | Annotated bibliography due |
| Spring Break! |  | Beach? Sleeping in? Whatever works. 😊 |  |  |
| Dialect and group membership | Week 10 | Reading: “Language, Gender and Sexuality in Appalachia” by Christine Mallinson and J. Inscoe, from *Appalachian Englishes in the Twenty-First Century* (GeorgiaView) Read pp 1-6 and 16-18 | Are there “male” or “female” varieties? LGBTQ+ varieties? (research needed)  "Sexuality and Regional Dialects in Southern New Hampshire"  Student researcher talk? | Sign up for format of researched analysis |
| Dialect and group membership | Week 11 | Reading: “Language and Ethnicity in Appalachia” in *Appalachian Englishes in the Twenty-first Century* (online) | [“The Latino Experience in Appalachia”](https://www.npr.org/2014/04/14/302906863/the-latino-experience-in-appalachia) (online), two posters on Spanglish in class, Spanglish researcher guest speaker | Feature Compilation Due |
| Dialect and group membership | Week 12 | Writing day/ grammar review | The Lua Project: <http://luaproject.org/>  "Localized Patterns for Global Variants: The Case of Quotative Systems of African American and Latino Speakers" | Rough Draft due (Min. 500 words) |
| Dialect and group membership | Week 13 | The language of the mines and mills  *Redneck:* A Short Note From American Labor History (GeorgiaView) | Protest songs (GeorgiaView) | Exam 3: Dialect and group membership |
| Dialect in education | Week 14  Week of 4/15 | Reading: “Dialect and Education in Appalachia” in *TA* | Reading: “Voices in the Appalachian Classroom” in *TA*  Guest speaker: Author Amy D. Clark | Researched analysis due |
| Dialect in education | Week 15  Week of 4/22 | Video: [Education in Appalachia](https://www.youtube.com/watch?v=s6FJTCs7iW4)  Poster session or presentations | Poster session, presentations | Exam 4: Dialect in education |
|  | Final Exam Week  5/1 to 5/7 | Our exam is scheduled for Tuesday, May 7, 10:15-12:15  Poster session, presentations |  |  |