



## FAQs

While students can find most of this information fully detailed in the syllabus below, they may also refer to these FAQs throughout the semester as a quick reference point. These FAQs are meant to supplement, not substitute, the details in the rest of the syllabus.

- **Attendance**

Q) How many classes can I miss?

A) UF's policy is that students cannot miss more than *five periods*. Please communicate with the instructor to inform her of any emergencies, field trips, conference or academic travel arrangements, etc.

Q) How can I make up work?

A) Students should contact Ms. Brooks **no more than 48 hours after their absence** to arrange an extension. If students delay to make up work or ask for an extension, they waive the right to complete their missing work. Some assignments, like reading pop quizzes or in-class group work, cannot be made up. Ms. Brooks reserves the right to allow or deny extension and make-up requests on an individual basis.

- **Extra Credit**

Q) Do you offer extra credit?

A) Yes. Please refer to the BINGO card and instructions at the end of the syllabus. The instructor may add other opportunities per her discretion.

- **Book Expenses**

Q) How much will the textbooks cost?

A) Most of these texts can be found online or will be posted for free on our Canvas page.

## COURSE DESCRIPTION

The Appalachian Mountains have stood tall for far longer than the United States became its own country. This mountain chain is around one billion years old, and it's among the oldest geographic landmarks in the world. So when we think about American history, we can look to the Appalachian Mountains as a storyteller. The Appalachian Mountains have witnessed the migration of indigenous people into North America, the arrival and colonization from Europeans, and the extinction of creatures like dinosaurs and cougars.

In this course, we will take our own literary tour up the Appalachian Trail. In four units, we -- like many Appalachian Trail hikers -- will start our journey by reading authors from the Appalachian Southern states of Tennessee, North Carolina, and Georgia. In unit two, we'll move to coal country and read literature from Virginia and West Virginia. Our third unit will transport us to the American Mid-Atlantic states of New York, Maryland, Pennsylvania, and New Jersey. As

we complete our literary tour up the Appalachian Trail, we'll conclude our course with unit four by reading authors from the New England states of Maine, Massachusetts, Vermont, New Hampshire, and Connecticut.

We will explore two primary questions: 1) How can we chart changes in culture and environment as we compare texts from different regions on the Appalachian Trail? 2) What stories can the Appalachian Trail teach us about what it means to "be American?"

As students read these texts written about and from the Appalachian Mountains, they'll also have the opportunity to participate in skill-check learning labs where students can learn the physical and digital skills that they'd need to know if they were actually hiking the trail. We'll explore diverse kinds of storytelling including thick-mapping, geo-caching, blogging, podcasting, foraging, identifying wildlife, and more.

## COURSE GOALS and OBJECTIVES

By the conclusion of the course, students will be able to:

1. Define "composition" and "land-based literacies"
2. Identify how the Appalachian Trail was created, how it's maintained, important cultural and physical sites along the trail, and how the Appalachian Mountains came to exist
3. Define and engage in critical making practices
4. Learn and participate in new household composition skills like identifying plants, finding sources of water, and wayfinding
5. Name some of the major organizations that are working to protect the Appalachian Trail
6. Define and implement Feminist, Materialist, Cultural Rhetorics, Digital Humanities, and Folklore frameworks in their readings
7. Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading; furthermore, students will draw interdisciplinary and interpersonal connections between literature and the environment

## REQUIRED MATERIALS

Most of the texts are free on Canvas or linked in the syllabus. You may need to rent the film *Songcatcher*. Some of our semester's readings include:

1. Excerpts of Dolly Parton's *Songteller*
2. Excerpts from *Unterzakhn* from Leela Corman
3. Alice Walker's "Everyday Use"
4. Flannery O'Connor's "A Good Man is Hard to Find"
5. Poems from Emily Dickinson
6. Edgar Allan Poe short stories
7. O'Henry's "Witches Loaves"

8. Excerpts from Jody Shipka's *Toward a Composition Made Whole*
9. Gabriela Ríos' "Cultivating Land-Based Literacies and Rhetorics"
10. Cherokee legends about the Wampus Cat and cougars
11. Short stories from Nathaniel Hawthorne

## GRADE DISTRIBUTION

- Participation and attendance: 15% = 150 points
- Pit stop #1 written reflection of 850 words: 12% = 120 points
- Pit stop #2 written reflection of 850 words: 12% = 120 points
- Pit stop #3 and written reflection of 850 words: 12% = 120 points
- Pit stop #4 and written reflection of 850 words: 12% = 120 points
- Written reflection on a service learning project (more details to follow in class) of 850 words: 12% = 120 points
- Final research paper, 1500 words: 25% = 200 points

## GRADING SCALE

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

**Note:** [A grade of C- is not a qualifying grade for major, minor, Gen Ed](#), or College Basic distribution credit. For further information on UF's Grading Policy, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Grading Policies:** For information on UF Grading policies, [click here to learn more.](#)

**Grade Appeals:** In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

## COURSE POLICIES

- A. **Attendance:** Our classroom is a community, and communities work best when everyone is involved. Please be mindful of the attendance policy. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found by [clicking this link](#).
- **If a student misses six periods during a semester, they will fail the entire course (as per university policy).** Only those absences involving university-sponsored events, such as athletics and band, and religious holidays are exempt from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. If absent due to a scheduled event, students are still responsible for turning assignments in on time.
  - When you are absent, it is your responsibility to find out what you've missed and come to the next class prepared; contact a classmate or the instructor to find out what work you've missed. It is also your responsibility to make yourself aware of all due dates.
- B. **Tardiness:** Students who arrive late to class disrupt their peers' learning and risk missing important announcements and information. Be courteous and on time.
- C. **Classroom Behavior:** Be excellent to one another. Please keep in mind that students come from diverse cultural, economic, religious, racial, and ethnic backgrounds. Try to be mindful of these different lived experiences during our class. Please don't come to class if you're sick.
- D. **Class Preparation:** Be prepared each day with our readings, any notes you have taken on the readings, paper to write on, and a writing utensil.
- E. **Late Papers/Assignments:** You must ask for an extension or request make-up work no more than 48 hours after you have missed class. Extensions are accepted or denied on a case-by-case basis.
- F. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over. Please check your Canvas submissions to confirm that you've submitted the correct file, that your assignment is formatted correctly, and that it's not corrupted. Students can find assistance with using Canvas and submitting online assignments at the [Hub's Info Help Desk](#).

## ACADEMIC HONESTY and DEFINITION of PLAGIARISM

UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’”

The Honor Code ([available by clicking here](#)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if you fail to understand and employ proper documentation techniques. When in doubt, ask for help!

## STUDENT WELLNESS

In order to perform at our best and contribute fully to our learning community, students need to feel their best. Please refer to the below resources to learn more about UF’s wellness resources.

- **Mental Health/Counseling:** Students who are in distress or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or [contact them online by clicking this link](#).
- **Hunger/Food Insecurity:** The Association of American Colleges and Universities reports that [60% of university students experience food insecurity](#) or housing insecurity during their college careers. The Field and Fork pantry is a [free food pantry on campus](#), located near the Reitz Union.
- **Harassment:** UF’s policy on Sexual Harassment: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community. [Read more by clicking here](#).
- **Students with disabilities** who are requesting accommodations should first register with the Disability Resource Center (352-392-8565 or [website available by clicking here](#)), which will provide appropriate documentation to give the instructor early in the semester.

## COURSE SCHEDULE

Note: Readings and assignments are subject to change. Pay attention to Canvas and announcements in class. Students are encouraged to check their emails and their Canvas accounts each week day to keep up with potential updates.

### UNIT 1: Land-Based Literacies and Stories of the Appalachian South (Georgia, North Carolina, and Tennessee)

#### Week 1: Reading the Land and Class Introduction

Thursday 1/6: Syllabus and Course Overview.

#### Weeks 2 + 3: Starting in Georgia

Tuesday 1/11: What is land-based literacy and land-storying? “Cultivating Land-Based Literacies” by Gabriela Raquel Rios (Canvas) and “Wampum as Hypertext” by Angela M. Haas (Access by [clicking here](#)). Discussion of the question “What is literacy?” by reading sections of Shipka’s *Toward a Composition Made Whole* together in class.

Thursday 1/13: Alice Walker’s “Everyday Use” (Canvas)

Tuesday 1/18: ZZ Packer’s “Brownies” (Canvas) and in-class diagnostic writing activity

Thursday 1/20: Flannery O’Connor’s “A Good Man is Hard to Find” (Canvas)

#### Week 4: Moving to North Carolina

Tuesday 1/25: O’Henry’s “Witches Loaves” (Canvas) and the Wampus Cat legend/cougar extinction on the East Coast (Canvas).

Thursday 1/27: Watch *Songcatcher* film; you may have to rent this film online. ***Pit-stop #1 due by 11:59 PM Eastern***

#### Week 5: Tennessee Blues

Tuesday 2/1: Excerpts from Dolly Parton’s *Songteller* (Canvas), “Literacy and the Domestic Arts” ([posted here](#)), and brief excerpt of a documentary about Tennessee songs, culture, and moonshining (link on Canvas)

Thursday 2/3: Ida B. Wells articles (Canvas)

## **Unit 2: Folklore and Environmental Activism in Coal Country (Virginia and West Virginia)**

### **Week 6: Virginia**

Tuesday 2/08: Felicia Mitchell poetry (Canvas) and William Hoffman "The Spirit in Me" (Canvas)

Thursday 2/10: Edgar Allan Poe stories (Canvas) and ***Skill-check learning lab activity #1 due***

### **Week 7: West Virginia**

Tuesday 2/15 *Life in the Iron Mills* (Canvas)

Thursday 2/17 Excerpts from *The Queen of Appalachia* (Canvas) and guest speaker comes to class. ***Pit-stop #2 due by 11:59 PM Eastern***

## **UNIT 3: Jewish and African-American Experiences in the Mid-Atlantic region (New York, New Jersey, Maryland, and Pennsylvania)**

### **Week 8: The Harlem Renaissance**

Tuesday 2/22: Introduction to the Harlem Renaissance, James Baldwin texts (Canvas), and Langston Hughes poems (Canvas)

Thursday 2/24: One-on-one conference with instructor

### **Week 9: One-on-One Conferences**

Tuesday 3/01: One-on-one conference with instructor

Thursday 3/03: *Unterzakhn* section 1 (Canvas)

SPRING BREAK WEEK COMES NEXT - SEE YOU ON THE 15th! :)

### **Week 10: Immigration and Living Jewish in the Big Apple**

Tuesday 3/15: *Unterzakhn* sections 2 and 3 (Canvas)

Thursday 3/17: *Unterzakhn* section 4 (Canvas)



## **Week 11: The Downsides of Big City Life: Can We Find Nature In the Concrete Jungle?**

Thursday 3/22: Excerpt from *A Tree Grows in Brooklyn* (Canvas) and clips from *The Unbreakable Kimmy Schmidt* (Canvas) **Pit stop #3 due at 11:59 PM Eastern**

Thursday 3/24: "Bartleby the Scrivener" (Canvas)

## **Unit 4: Digital Humanities, Transcendentalism, and Puritanism in New England (Massachusetts, Maine, New Hampshire, Connecticut, Vermont)**

### **Week 12: Transcendentalism and Nature Writing**

Tuesday 3/29: Henry David Thoreau texts (Canvas) and Robert Frost poems. Playing with *Walden: a Game* in class.

Thursday 3/31: Emily Dickinson poems (Canvas). **Skill-check #2 due**

### **Week 13: Puritanism, the Feared Forests, and Social Hierarchy in the North**

Tuesday 4/5: Nathaniel Hawthorne "Young Goodman Brown" (Canvas) and Netflix film *The Witch* (you may need to create a free account or ask a classmate to screen the film with them)

Thursday 4/7: Charlotte Perkins Gilman "The Yellow Wallpaper" (Canvas)

### **Week 14: Tracing the Underground Railroad up the Appalachian Mountains**

Tuesday 4/12: Excerpts from Colson Whitehead's novel (Canvas) In-class mapping activity or tracing stops along the Underground Railroad

Thursday 4/14: Brooks essay about walking the Appalachian Trail virtually (Canvas). In-class activity with Walk-the-Distance app (**BRING YOUR PHONE**, fully charged, to class, please! If you don't have a cell phone with data coverage, please message the instructor before class) **Pit stop #4 due at 11:59 PM Eastern**

## **Finishing Our Semester**

### **Week 15: Final Class**

Tuesday 4/19: Final class discussion

Thursday 4/21: Reading day. We won't have class, but feel free to reach out if you have any questions about our course content or your assignments.

## Week 16: Finals Week: Assignments Due

Tuesday 4/26: *Service learning reflection due at 11:59 PM Eastern*

Thursday 4/28: *Final research essay due by 11:59 PM Eastern*

**Instructors must submit grades to the Registrar on May 2nd at the latest, so any assignments submitted after Thursday 4/28 will not be graded. Thanks for a great semester!**

The instructor reserves the right to adjust the schedule/assignments as needed to accommodate course goals and to better meet student needs. Days and assignments may shift depending on university cancellations, conference/professional travel days, or emergencies.

### Literary BINGO Extra Credit Opportunity

Students who seek extra credit should consult the instructor at least a month before the last major class assignment is due. In consultation with the instructor, students will make a plan for which tasks they will complete to obtain "BINGO." Upon obtaining "BINGO," students will receive points back on an assignment of their choice based on the difficulty, thoroughness, and number of tasks completed.

Submitting these BINGO responses does not guarantee extra credit. Students must complete each BINGO entry thoroughly and thoughtfully to receive credit. The instructor will not accept BINGO entries unless the student has first consulted the instructor to make an individual extra credit plan.

B	I	N	G	O
Visit the University Writing Program and have a tutor read your essay.	Complete a 15-minute informational interview with a campus subject librarian, a library conservationist, a curator, or a Uoff Press editor.	Attend a campus literary event like a symposium, conference, or book/author talk.	Go on a library virtual tour and write 1 paragraph about the resources about which you've learned.	Interview a family member, friend, or neighbor about their experiences on the Appalachian Trail
Pick a paragraph from one of your or a friend's reflection; revise	Find an example of a non-print type of literature:	Make a song, a short podcast, a video, a poem, an advertisement,	Write a one page, double-spaced, analysis of a sociopolitical or	Watch a TED Talk about Appalachian culture and/or the Appalachian Trail

it to be more effective.	quilting, video games, cooking, beading, etc. Write a brief reflection of how that medium employs storytelling.	or a commercial about one of the texts we've read in class.	historical issue or event that impacted one of the texts we've read in class.	
Make two memes related to texts we've read in class.	Use Google Ngram Viewer to experiment with stylometry. Take a screenshot of your charts.	Make an infographic about one of the texts we've read in class.	Write a short research statement about women protesting coal mining in West Virginia.	Suggest 5 texts that would suit this class by BIPOC (Black, indigenous, people of color) authors, women, and/or LGBTQ+ authors
Use <a href="#">Google's Tour Creator</a> to make a VR tour related to the settings in books we've read, author's homes, or related locations.	Read a Native American text from a tribe that currently or in the past has lived along the Appalachian Trail. Write a paragraph comparing that text to what we've read in class.	Try a new recipe from a state along the Appalachian Trail and send a picture.	Draw a new illustration or design a new cover for a text we've read in class.	Watch one of these <a href="#">TED Talks</a> about literature and write a short reflection.
Watch a film, television, or video adaptation of one of the texts we've read in class. Write a brief (one or two paragraph) reflection comparing the two pieces.	Write one page, double-spaced, identifying 3 grammar or writing weaknesses you have and planning strategies to improve.	According to the PEW Research Center, 1 in 4 adults don't read a book after they graduate. Propose several potential causes or solutions to this problem.	Visit the University Writing Program and have a tutor read your essay.	Find 3 typos on advertisements, signs, etc. Take a picture/screenshot and rewrite the sentences to be more effective.

