

English 460/593A: Appalachian Englishes

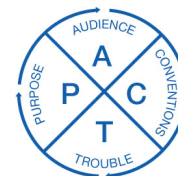
CONTACT INFORMATION:

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Class: 10:00 AM to 11:15 PM, Tuesday and Thursday.

Office Hours: 1:00 PM-3:00 PM, Wednesdays on Google Chat and Meet. For class and office hours, you will need to be signed into your MIX account with your student information to participate. Please be sure your browser is updated. I also suggest you use Google Chrome for this task since it works better with these tools.



This course directs students to study Appalachian Englishes, including their history, sociolinguistic status, and current variations. For many students, English is the language they have experienced for the majority of their lives, and a legitimate question follows: “Don’t the students already *know* English and Appalachia?” The answer is “yes” . . . and “no”. English speakers from Appalachia know the language, but untrained students are not able to describe the systematic nature of it. Students also know how to pump blood, digest food, and breathe; however, students must learn how to systematically describe the circulatory, digestive, and respiratory systems. In this course, students will learn how English variation in Appalachia works linguistically and socially.

As Jennifer Cramer (University of Kentucky) writes, “The Appalachian Mountains, which range from New York to Mississippi, making up part of the landscape of 13 different states, are known to many Americans as being home to a unique cultural and linguistic experience.” In this course, we explore how unique or unitary this region’s language variation is. We hold up the many myths and stereotypes about this region to scholarly scrutiny as we work through its linguistic qualities. We will compare the dialect areas of Appalachia with other regions, noting similarities and differences. We will also examine the history, origins, and development of English in Appalachia and address issues of identity, education, and standardness.

Course Objectives:

- Demonstrate an understanding of the linguistic and social constraints on Appalachian Englishes.
- Demonstrate respect for human language, including vernacular variation.
- Deploy spoken and written skills to explain Appalachian dialects to a public audience.
- Expound a knowledge of the diachronic and synchronic language variation that pertains to Appalachian Englishes.
- Confront the assumptions of traditional prescriptivism.

Learning Outcomes:

Through spoken presentations and in written papers,

- Students will be able to explain the language patterns of modern Appalachian Englishes.
- Students will be able to analyze natural language, predominantly Appalachian Englishes.
- Students will be able to make this analysis according to modern sociolinguistic methods.
- Students will be able to explain the social pressures associated with standard and vernacular varieties.
- Students will be able to explain the diachronic variation that resulted in Appalachian Englishes.

Texts:

- Elizabeth Catte, 2018, *What you are getting wrong about Appalachia*. Belt Publishing.
- Kirk Hazen, editor. 2020. *Appalachian Englishes: The Life of Language in Appalachia*. Morgantown, WV: WVU Press.

Some of the eCampus readings:

- Amy Clark and Nancy Hayward (eds). *Talking Appalachia*. University of Kentucky Press.
 - Montgomery, Michael. "The historical background and nature of the Englishes of Appalachia";
 - Wolfram, Walt. "African American Speech in Southern Appalachia";
 - Reaser, Jeff, "Dialect and Education in Appalachia";
 - Sohn, Katherine, "Silence, Voice, and Identity among Appalachian College Women";
 - Ellis, Michael, "The treatment of dialect in Appalachian literature".
 - Hazen, Kirk. A Historical Assessment of Research Questions in Sociolinguistics. *Research Methods in Sociolinguistics*.
 - Other eCampus readings
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460 vs. 593A: There are two major differences between the undergraduate and graduate versions of this class. First, I expect graduate students to take the lead in discussion of the articles from eCampus; these are denser writings and require more effort to unpack. Second, all graduate students must collect and analyze primary data as part of their research paper, be it a sociolinguistic interview, a survey, or a dataset.

Grades:

Type	Percent of final grade	Date
Question Maven	10%	Throughout the semester
Dialectic Notebooks	30%	Throughout the semester
Research paper:	60% total	
Annotated Bibliography	10%	2/14
Literature Review	10%	3/21
Proposal	5%	3/29
First Draft	5%	4/5
Presentation & eSlides	10%	4/28
Final Draft	20%	5/5

The Question Maven sign-up sheet can be found here: <https://docs.google.com/document/d/1LYam61D-OstiPesN39mtPOGYitgKoEuApKhSWrlpbUk/edit?usp=sharing>

In this class I assign pluses and minuses. The official percentages:

A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67

D	66-63
D-	62-60
F	59 and below

I only round up once: If you get a 69.5, it is a C-; if you get a 69.49, it is a D+. It's a hard-knock life.

Drop Date: APRIL 14

Inclusivity Statement:

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.



If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the. (<https://accessibilityservices.wvu.edu/>)

More information is available at the [Division of Diversity, Equity, and Inclusion](https://diversity.wvu.edu/) (<https://diversity.wvu.edu/>) as well.

Intellectual Property:

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

Academic Integrity Statement:

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic (<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Academic Standards Policy, including Academic Dishonesty:

The WVU Catalog contains the full Academic Standards Policy:
<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/>

Adverse Weather Statement:

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Attendance and Engagement:

Attendance and grades are highly correlated. I know that sometimes personal situations and required university events make it impossible for you to be in class. I recommend that you attend class every session; the syllabus is planned that way.

- Students should miss fewer than three class periods (one and a half weeks of class).

- Students who miss more than three classes will be penalized up to one letter grade for each additional absence.
- Students who miss more than three weeks of class will be assigned a failing grade for the course.
- **All absences (including excused absences) incurred from the date you register for the course count toward the total number.**

Please note these important factors related to your engagement:

- Your responsibility to engage with the class work begins when you register for the course.
- Missing activities, exercises, and project deadlines will be reflected in the corresponding component of your grade for the course.
- If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact your instructor immediately.
- **Falling more than two weeks behind the posted schedule of work without a documented special arrangement with your instructor may result in failing the course.**
- Special arrangements require a formal, written request (prior to an assignment deadline when applicable) that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work.
- Submitting a formal request for a special arrangement does not automatically guarantee that your instructor will be able to grant your request.
- This course adheres to [WVU's attendance policy](#).

Extended Absences:

It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be fully engaged, present, and able to do your best work. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. If you are a **military service person** with possible drill events or deployments, or if you have other commitments that are likely to disrupt your full engagement with this course for an extended period (1 week of class meetings or more), please speak to me about a plan for successfully completing all required coursework.

Student Success, Basic Needs, and Inclusivity:

I understand that student success involves more than just earning good grades. WVU has a number of resources and offices dedicated to student success.

- Any student who faces challenges securing their food, housing, mental health, or other elements of wellbeing, and believes these situations may affect their performance in the course is urged to contact the [Student Advocacy Center](#) for support. Furthermore, if you are comfortable in doing so, please notify me so I can assist you. Your reaching out will enable me to provide any resources that I may possess and to try and connect you to others who can help, too.
- Of special note, when it comes to writing, is the [Eberly Writing Studio](#) where you can receive personalized help for your projects at any stage: brainstorming, drafting, revising, or editing.
- The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. More information is available at [Division of Diversity, Equity, and Inclusion](#).
- If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](#).

Mental Health:

College students face many stressful issues that affect one's ability to remember, learn, and perform in the classroom, and interact socially in and outside the classroom. According to a [2019 survey conducted by the American College Health Association](#), 66.4% of college students felt "overwhelming" anxiety, while 46.2% experienced depression so severe they had difficulty functioning. With the increased stress and isolation of

living in a COVID-19 environment, these difficulties have been amplified: [60% of college students surveyed](#) stated that the pandemic has made it more difficult to access mental healthcare.

If you (or a friend) are struggling inside, I strongly encourage you to seek support. I take your mental health seriously and can help you navigate the resources available to you as a WVU student.

Confidential supportive resources are available on campus, and most are at no-charge. [The Carruth Center for Psychological and Psychiatric Services](#) (CCPPS) offers consultations, short-term individual therapy, group therapy, and various mental health-related workshops. Virtual and in-person (outside of pandemic situations) services are available. Crisis services are also available 24/7/365:

- You can text “WVU” to 741741 for support 24/7 from a trained Crisis Counselor or call 304-293-4431.
- You’ll find more mental health resources at the CCPPS website at: <https://carruth.wvu.edu/>
- If you’re experiencing mental distress, need immediate attention, and would prefer to use a non-university support service, you can call the [National Suicide Prevention Lifeline](#) at 1-800-273-8255.

Student Safety and Sexual Misconduct:

There are resources available on campus if you or someone you know needs assistance in reporting sexual misconduct, including harassment, stalking, sexual assault, or relationship violence. Speaking to a member of university administration, faculty, or staff can be helpful, but keep in mind they have an obligation to report the incident to the [Title IX Coordinator](#). If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#) and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC) through its 24-hour hotline at 304-292-4431. If you want to understand more about sexual misconduct, please consult [WVU's Title IX Office](#).

Sale Of Course Material Statement:

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the [Student Conduct Code](#). (<https://studentconduct.wvu.edu/policies-and-procedures>).

Student Evaluation of Instruction Statement:

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided by your instructor.

Date	Week	Discussion Topic (11:30 AM Tues/Thurs)	Reading	Dialectic Notebook	Research Paper Component
1/11	1	Introduction to ling and socioling			
1/13	1	Introduction to ling and socioling	RMiS Ch 1		
1/18	2	Appalachia: concepts & research	Christian foreword Cramer 2014 Montgomery Speak like Shakespeare		
1/20	2	Appalachia: concepts & research	Catte Intro and Part 1	DN1	
1/25	3	Where and what is Appalachia?	Montgomery “Historical Background”	DN2	
1/27	3	Where and what is Appalachia?	Hasty Ch 1		
2/1	4	Sounds of Appalachia	Reed Ch 2		
2/3	4	Sounds of Appalachia	Reed Ch 2		
2/8	5	Sounds of Appalachia	Paul Reed LAVIS IV Irons SVS	DN3	
2/10	5	Positioning in Appalachia	Catte Part II	DN4	
2/14	6				Annotated Bibliography
2/15	6	Grammar of Appalachia	Hazen Ch 3		
2/17	6	Grammar of Appalachia	Montgomery A-prefixing Hazen ING Hazen et al Ain't	DN5	
2/22	7	A reflection on Appalachian scholarship	Lewis & Billings	DN6	
2/24	7	Identity & Discourse in Appalachia	Burkette Ch 4		
3/1	8	Identity & Discourse in Appalachia	Cramer Ch 5		
3/3	8	Folklore and language	Lovejoy Ch 8		
3/8	9	Folklore and language	Lovejoy Ch 8 Lovejoy guest lecture		

3/10	9	Literature review workshop			
3/12-20		Spring Break			
3/21	10				Literature Review
3/22	10	Education and language	Sohn "Silence" Reaser "Dialects and Education"	DN7	
3/24	10	Education and language	Slocum Ch 10 Slocum guest lecture		
3/29	11	Education and language	Dunstan & Jaeger Ch 11		
3/31	11	Language and gender	Mallinson & Inscoe Ch 6		
4/5	12	Language and gender	Mallinson & Inscoe Ch 6		Proposal
4/7	12	Language and ethnicity	Childs Ch 7		
4/12	13	Language and ethnicity	Wolfram AA Speech Childs & Mallinson 2006 Mallinson & Childs 2007	DN8	First draft
4/14	13	Land, justice, people	Catte Part III	DN9	
4/19	14	Literature and language	Ellis, "Literature in Appalachia"	DN10	
4/21	14	Literature and language	Shepherd & Hazen Ch 9 Shepherd guest lecture		
4/26	15	<i>Mountain Talk</i>	Montgomery 2005 Wolfram et al. 2008 Wolfram Afterword	DN11	
4/28	15	Presentation review & questions			
5/5		Final papers due			First Draft