English 102
Inquiry into Folk Knowledge and Tales

Dr. Robin Gray Nicks
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Office Hours: T 10-11:30 am; W 9:20-10:50 am & by appointment
(via Blackboard IM or in 1108A McClung Tower)
Twitter: @drgraynicks                Email: rnicks@utk.edu
Class Location: Online via Blackboard & Blackboard Collaborate
Live Class Time: W 12:20 in Blackboard Collaborate

Course Catalog Description:
Advancing concepts introduced in English 101. Intensive writing instruction focused on inquiry and research. Strategies for formulating and investigating questions, locating and evaluating information, using varied sources and research methods, developing positions on intercultural and interdisciplinary issues from diverse texts (print, digital, and multimedia), and presenting research using appropriate rhetorical conventions.

Our Section’s Description:
“Inquiry into Folk Knowledge and Tales” examines common folk tales and discuss types of tales, ranging from fairy tales to urban legends; we will also discuss a range of folk knowledge, passed through the generations. We will conduct qualitative research, interviewing/surveying others about their own folk knowledge and observing the incorporation of folkways into museums. Our archival research will involve visits to archives to investigate relics of other times. Students will conduct traditional, academic research into the evolution and importance of folk tales within a particular culture and region.

Outcomes for English 102:
By the end of English 102, students should be able to:
• read critically to identify, define, and evaluate problems/complex issues, taking into account multiple points of view and varying disciplinary and cultural contexts;
• recognize the research methods and textual genres used by different disciplinary and expert communities;
• enter and participate in different ongoing expert conversations using a range of written and visual texts;
• frame research questions that will guide formal inquiry; select appropriate research methods that will lead to answers to those questions; and evaluate the usefulness and quality of sources
• use multiple investigative methodologies and sources of data (including interviews, surveys, and observations, as well as historical and library research) to investigate research problems and questions;
• construct effective arguments that participate in scholarly and intellectual conversations; answer research questions, present evidence-based support for claims, and integrate information effectively;
• draft and revise arguments to take into account possible objections/critiques and to shape content, tone, organization and style to correspond appropriately with rhetorical situation and context;
• present research effectively, selecting textual genres and rhetorical appeals appropriate to audience and purpose and drawing on various modes of communication (written, digital/visual, oral).

TEXTS/MATERIALS/RESOURCES FOR THE COURSE:
• Rhetoric of Inquiry, 3rd edition
• Writer’s Harbrace Handbook, 5th edition with Enhanced Insite
  • There are 3 ways to order the Writer's Harbrace, all of which can be done through the bookstore: (1) new print copy with access code; (2) used print copy plus purchase Enhanced InSite access code separately; or (3) stand-alone Enhanced InSite, which gives access to the Writer's Harbrace.

Other texts will be made available on Blackboard.

How to Be Successful in This Course:

Student responsibility:
As adults and professionals (or professionals-in-training), you will be expected to take responsibility for your performance in this class. You are responsible for keeping up with all information presented on Blackboard, for asking questions about aspects of assignments that you don't understand, for knowing and adhering to all course and university policies, for managing your time effectively, and for saving written documents to minimize assignment loss due to computer crises.

Expected Time Spent on Reading and Homework: Plan to spend A MINIMUM of 2-3 hours out of class on our readings and studying for every 1 hour we spend in class. This comes out to at least 6-9 hours a week. (This time minimum does NOT guarantee a good grade. It is just a first step toward doing well.)

Grade Questions:
If you have questions about your grades, you should come by during office hours or make an appointment. I cannot and will not discuss grades over email as it is not a private forum and possibly violates privacy laws.

Student Effort on Assignments:
Unfortunately, hard work does not necessarily correspond to a high grade. The grades you earn are based upon the final product, not on effort. All grading will be based on the quality of the assignment submitted; factors such as a student's ability and the effort put into an assignment will only be assessed to the extent that they influence the quality of the work submitted. Life difficulties, unfortunately, tend to affect performance, but cannot be factored into grading criteria.
Academic Honesty & Plagiarism
You are expected to abide by UTK’s Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. ~From Hilltopics

All work you turn in must be your own; appropriating others’ work, cutting and pasting from the internet, failing to properly acknowledge sources, turning in work that was substantially written or rewritten by a friend, family member, or tutor, providing false attributions of source material, falsifying data, or other forms of plagiarism or academic dishonesty will result in failing the assignment and other penalties up to and including failure of the course and possible additional university action. All plagiarism and academic dishonesty is reported to the Office of Judicial Affairs and the Dean’s Office of your College. Plagiarism is serious; we’ll talk about what it is and how to avoid it throughout the semester.

UTK’s policy on plagiarism is stated in Hilltopics:
Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Specific examples of plagiarism are:
• copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
• summarizing or paraphrasing without proper documentation (citation) ideas and phrases from another source (unless such information is recognized as common knowledge);
• borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
• collaborating on a graded assignment without the instructor’s approval;
• submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

In addition to the types of plagiarism listed above, I consider recycling work from another class to be academic dishonesty and doing so will result in failing the assignment.

Course Policies:
Email:
The best way to contact me is through email. Please put the course number (ENG 102) in the subject line and send from your UTK email account. Please allow a response time of at least one business day to all emails.
Check your UTK account at least once per day to ensure that you are updated on all course information. Failure to check your email on a regular basis is no excuse for failure to complete assignments or attend sessions.

**Computer Problems:**
That your computer has crashed, printer died, or other computer-related problems have occurred is no excuse not to turn in your work on time. There are computer labs on campus; use one.

**Late Work:**
This course requires extensive reading, writing, and speaking, with overlapping assignments and daily written homework; please keep tabs on the syllabus so that there are no surprises. I do NOT take late work of any kind or allow anyone to make up any in-class work, nor do I give any kind of extra credit. If you have some sort of extenuating circumstance, let me know as early as possible. I may be willing to grant an extension, but I also may ask you to provide documentation. No documentation when I ask will mean no extension.

**Collaborate Sessions:**
Our weekly Collaborate sessions are vital to the success of the course and to your success in in. Attendance is required. If you cannot attend, you must view the recording within 48 hours and email a short summary of the session (300 words) to me to make up for your absence and ensure that you have the same information that others in the class have. If there are extenuating circumstances that prevent you from doing this within 48 hours, contact me ASAP to discuss whether you may receive an extension.

If you are TEN MINUTES LATE, you will be counted tardy, and YOUR PARTICIPATION GRADE FOR THAT SESSION WILL BE REDUCED BY 20 POINTS. If you are MORE THAN TEN MINUTES late to class, YOUR GRADE WILL BE REDUCED BY AN ADDITIONAL 10 POINTS PER EVERY ADDITIONAL 5 MINUTES OVER 10 FOR THE SESSION. (If you are 20 minutes late, for example, your Collaborate Grade will be reduced by 40 points, making a 60/100 the highest you can earn for that session.)

**Assignments/Grade Breakdown:**
Each assignment—including homework—must be typed (unless otherwise noted), double-spaced, using 12 pt. Times New Roman, with one-inch margins on all sides. Include your name, course number and section, and instructor name (all in upper left hand corner) and title (centered) on first page. Each subsequent page should have your last name and page number in the header (right justified). Unless otherwise noted, you will submit written homework and essays in electronic form via Word or RTF attachment to Enhanced InSite or Blackboard. Failure to submit work in the proper format and to the proper online spot by class time on the due date will result in penalties. More information will be forthcoming on assignment sheets.

**Collaborate/Discussion Boards/Homework/Presentation Quizzes (15%)**
Attendance and participation in our Live Collaborate sessions, as well as participation on discussion boards and quiz and “in-class” work grades. Blogs and Peer Reviews will be considered “homework.” Assignments will be provided with full valuation information for each.

**Qualitative Research (Hands-On) Assignment (20%)**
Students will interview others, outside of the university if possible, about their storehouse of folklore and wisdom. Ideally, students will meet with and interview their parents, aunts/uncles, grandparents, or some other older adult. They will be required to record the interviews to provide a full account from which they can write up their findings and reflections. The required length will be approximately four pages.

**Archival Assignment (25%)**
Students will work with archives in a museum or in our own library. They may also use their family archives if appropriate. They will choose one or more primary sources or relics to study and discuss in their papers. One of the important aspects of the roughly five-page paper will be to situate the folk source or relic within its cultural and historical context, using electronic archives or our library archives, as well as the other items in the collection in which they found their item. Items might include a letter, a tool, a toy, artwork, a musical composition or recording, or any number of possibilities.

**Proposal & Annotated Bibliography (5%)**
Students will write brief proposal of topic and an annotated bibliography. Once students submit their two-page proposals and six-source (all secondary sources) annotated bibliographies, I will meet with them one-on-one to discuss their projects.

**Secondary Source Research (Traditional Academic) Assignment (25%)**
Student will construct a research paper that discusses the meaning and importance of some folktale or urban legend on the culture who created or distributed it. The paper must be approximately seven pages with at least five secondary sources. If students choose, they may also incorporate qualitative or archival research, but it will not be strictly required.

**Video Blogs, or Vlogs (10%)**
Short, three- to five-minute videos to share research with the online community; one video per unit for a total of three videos.

**Grading Scale:**
We will adhere to the official university grading scale for all written assignments. It is as follows:

- A = 93-100
- A- = 90-92.9
- B+ = 87-89.9
- B = 83-86.9
- B- = 80-82.9
- C+ = 77-79.9
- C = 73-76.9
- C- = 70-72.9
- D+ = 67-69.9
- D = 63-66.9
- D- = 60-62.9
- F = 0-59.9
**Please note that while I use a grading scale ranging from A through F in evaluating all written assignments, a minimum passing grade in English 102 is “C.” A final course grade of C- (72.9) or less will result in the grade of “NC” (No Credit) for the course. The NC will not affect your GPA; you will need to retake the course for credit. Please note also that grades are final and are not rounded up at the end of the semester.

**Paper rewrite:**
Although there is no extra credit in this class, students may choose to revise one of their first two papers, but if they choose to do so, the new paper must be a complete revision of the previous version (do not just “fix” minor errors). The rewrite, along with a memo detailing the extent of the revision, is due the last day of class. The new paper grade will be the average of both the original grade and the revision grade. Please note that papers that received a zero because they were plagiarized or never turned in are ineligible for this option.

**Collaborate/Discussion Boards/Homework/Presentation Quizzes Grading:**
Collaborate Sessions are graded based on your participation in the sessions. If you attend the full session (beginning at 12:20 pm and ending at 1:10), pay attention (i.e. Respond when I ask you to post something or to respond to a question), you’ll earn full credit (100 points).

Discussion Boards are graded based on content, frequency of posting, and mechanics/style. The full rubric is available on Blackboard.

Blog posts will be graded based on content, mechanics/style, and whether you respond to your classmates and the content and mechanics/style of those responses. Tone and paragraph organization is also considered. The grading rubric is on Blackboard.

Homework is graded based on completion and thoroughness. I grade homework using letter grades. A “B” indicates that you successfully completed the assignment. An “A” indicates that your homework was unusually thoughtful and thorough. A “C” suggests that while you attempted the homework, your response was either too brief or superficial to demonstrate the learning I am looking for or that your response indicates confusion or an incomplete understanding of the concepts the class is learning. I’ll assign homework a zero if the submission doesn’t really respond to the prompt, shows evidence of not reading, or is otherwise too hasty or brief.

Presentation Quizzes are graded automatically and your grade automatically updated in the grade book when you take the quiz. If you think that the program has made an error, email me immediately so that I can investigate and resolve the issue as quickly as possible.

**Undergraduate Grade Appeals**
The policy and procedure for grade appeals can be found in Hilltopics.
Electronic Submission of Work:
All major written work will be submitted (in its final form) to Enhanced InSite dropboxes, a software utilized by many in the department. Full instructions for usage will be provided. This system serves as a method of plagiarism control while also allowing the creation of an electronic portfolio. Graded essays will be returned via this system using a service called GradeMark. To view comments/grade:

1. Reaccess the essay dropbox.
2. Click on the Grademark blue hyperlinked grade icon next to the submitted assignment.
3. View the marks and comments in the new window, which will appear automatically.

Scroll through not only textual marks, but also general comments and any rubric used; printing or saving this file is advisable.

Resources:
The Library
The UTK Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK. Here are the two tips for letting the library make your life easier: you can chat with a reference librarian to ask a quick question (about almost anything) and you can request a book for pickup at Hodges rather than weeding through the stacks.

One of your homework grades during the semester will be to complete one of the Library’s online tutorials, accessible at http://www.youtube.com/playlist?list=PLBBF3D73A9B9EACD7 and http://www.youtube.com/playlist?list=PL6C57B7EE1BDBECB2. More information will be handed out separately.

The Writing Center & English 104
The Writing Center provides free, one-to-one help to all writers. The trained tutors offer constructive feedback during any stage of the writing process. While the Writing Center is not a proofreading service, the tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. No appointment is needed; just walk in.

HSS 212: Monday - Thursday 9 - 6:30 / Friday 9 - 3
Commons North, Hodges Library: Sunday, Monday, and Wednesday 5 -7 pm (excluding holidays)
Pendergrass Library, Ag Campus: Wednesdays 11am-1pm
Email: writingcenter@utk.edu
Website: http://writingcenter.utk.edu
Facebook: http://www.facebook.com/UTKWritingCenter
Phone: 865-974-2611
All students are encouraged to take **English 104**, a 1-credit elective (S/NC grading) open to any student who would like individualized help with writing assignments. Enroll via MyUTK through August 30. Students who wish to enroll during the week of September 3-6 may do so by obtaining an add slip from the Writing Center.

**Disabilities Accommodations**
The Office of Disabilities Services wants you to know: “If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall, 974-6087. This will ensure that you are properly registered for services.” [http://ods.utk.edu](http://ods.utk.edu)

**The Counseling Center**
The Counseling Center’s mission is to promote students’ psychological, educational, and social well being. They provide a variety of services, including crisis intervention, individual counseling, workshops, and more. If you or someone you know could benefit from their assistance, contact them anytime.

Location: 1800 Volunteer Blvd (in the Student Health Building)
Phone: 865-974-2196
Email: counselingcenter@utk.edu
[http://counselingcenter.utk.edu](http://counselingcenter.utk.edu)
Tentative Schedule, Subject to Change

**This schedule is arranged by week and then by day. All discussion posts and replies, blogs, and other work listed must be completed by 11:59 pm on the day under which they are listed or by 12:20 pm if listed before a Collaborate Session.

**You must attend all Collaborate sessions on Wednesdays at 12:20 each week, except for those weeks where “No Collaborate” appears.

**I reserve the right to change the syllabus schedule this semester; I will always notify you in advance of any changes and will post revisions on Blackboard.

### WEEK 1 & INTRODUCTIONS

**Week 1 (August 21-23)**
- Aug 21--Collaborate session at 12:20
  - Introduction to class
  - Read Chapter 2 (Pages 21-32 & 38-44) & Chapter 3 (pages 47-52) of Rhetoric
  - Go through the Rhetoric 2 & 3 Presentation & Quiz
- Aug 23--Discussion Board: Introductions
  - Go through Intro to Folk Definitions Presentation & Quiz

**HANDS-ON UNIT**

**Week 2 (August 26-30)**
- Aug 26--Read “Folk Wisdom: Was Grandma Right?”
  - Read Writer’s Harbrace Handbook Ch 1a & 1b
- Aug 28--Collaborate Session at 12:20
  - Read Chapter 6 (Pages 171-187 & 190-194) & 7 (197-202 & 209-215) of Rhetoric
  - Go through the Rhetoric 6 & 7 Presentation & Quiz
- Aug 30--Read Foxfire: Preserving & Cooking Food
  - Read Foxfire: Technology & Tools
  - Go through the Video: Folk Tech & Week 1 & 2
  - Discussion Board: Discuss Preserving & Cooking Food & Folk Tech
  - Email Interview Questions to Classmate before 12:01 am on Tuesday, Sept 3!

**Week 3 (September 2-6)**
- Sept 2--Labor Day!
- Sept 4--Collaborate Session at 12:20
  - Answer Classmate’s Interview Questions by 12:20 pm
  - View “Hands-On Research” Video
  - View “Interview Questions” video
Sept 6--**Blog**: Email Interview with Assigned Classmate--Post transcript, summary, and discussion of what you’d do differently to “Classmate Interview” by 11:59 pm

**Week 4 (September 9-13)**

Sept 9 --Watch Episodes of *Heartland Series*
   --**Discussion Board**: Discuss Bill Landry’s interviewing style & how he gets the information for his stories
   --**Blog**: Interview Pre-Planning; your thoughts on whom you would like to interview and some possible topics or areas of folklore interest about which you might like to ask them.

Sept 11--Collaborate Session at 12:20
   --View “Research Question to Thesis” Video

Sept 13 --Read Chapter 13 of Handbook
   --**Discussion Board**: Draft of interview questions for review (Do NOT do any Interviews until your questions are approved)

**Week 5 (September 16-20)**

Sept 16--Read Chapter 3 of Handbook
   --View Vlog Tutorials

Sept 18 --Be prepared to discuss your progress with the class.
   --Collaborate Session at 12:20

Sept 20 --Read Chapter 7a, 7f, & 7i of Handbook
   --Complete Surveys/Interviews over weekend (if not before) so that you can do transcripts for Monday

**Week 6 (September 23-27)**

Sept 23 --**Blog**: Post Transcripts and Data
   --**InSite**: Week 5 Progress Report: Transcripts and Data (to make sure we can all access and use the site

Sept 25--**Blog**: Thesis statement and main points (Follow the guidelines in the *Harbrace* Chapter 2d)
   --Collaborate session at 12:20

Sept 27 --**InSite Submission**: Draft of Hands-on Paper
   --Online Conferences with Dr. N

**Week 7 (September 30-October 4)**
Sept 30--**Peer Review** via InSite
   --Online Conferences with Dr. N

Oct 2--Collaborate Session at 12:20 (final questions and reminders before paper is due)
   --**InSite Submission**: Hands-on Project Due at 11:59 pm
   --**Hands-on Vlog** Due at 11:59 pm

**ARCHIVAL UNIT**

Oct 4--Read Appalachian Toys and Games: Dolls & Appalachian Toys and Games: Toys
   --**Blog**: Discuss one of the toys/games from the reading with which you have some
degree of familiarity
   --**InSite Submission**: Post-Submission Reflection on Hands-On Project

**Week 8 (October 7-11)**
Oct 7--View “Archival Research” Videos
   --Read Chapter 4 of Rhetoric
   --Go through Rhetoric 4 Presentation and **Quiz**

Oct 9--Collaborate Session at 12:20 (librarian-led)
   --**Discussion Board**: the questions, thoughts, and concerns you have about this type of
research

Oct 11--Read Chapter 5 of Rhetoric
   --Go through Rhetoric 5 Presentation & **Quiz**
   --**Continue Discussion Board**: the questions, thoughts, and concerns you have about this
type of research

**Week 9 (October 14-18)**
Oct 14 --**InSite Submission**: Online Archival Scavenger Hunt
   --**Blog**: Archival Scavenger Hunt Findings summary

Oct 16--No Collaborate Session. Dr. N available via email or in office
   --Read Chapter 2b, 2c, and 2d of handbook
   *****InSite Submission: Post-Grade Reflection** of Hands-on Paper Due by 11:59 pm ET

Oct 18--No Classes: Fall Break
Week 10 (October 21-25)
Oct 21 --Read Chapter 4a of Handbook
   --Blog: Insert a photo & description of object with questions about an artifact about which you wish to write; begin attempts to answer research questions: determine 3 ways you can find out what you need to know about your artifact (pre-writing)

Oct 23--Collaborate Session at 12:20--bring thesis

Oct 25 --Read Chapter 12 of Handbook
   --Blog: Thesis statement and main points

Week 11 (October 28-November 1)
Oct 28 --Go through the Archival Paper Presentation and Quiz
   --InSite Submission: Archival Draft

Oct 30--Peer Review via InSite

Nov 1--Collaborate session at 12:20 (final questions and concerns/reminders)
   --Read Chapter 1c, 1d, and 1e of Handbook
   --InSite Submission: Archival Paper due
   --Archival Vlog due

ACADEMIC UNIT

Week 12 (November 4-8)
Nov 4 --Read Rehder selection
   --Go through Rehder Presentation and Quiz
   --Read selections from Cavender
   --Discussion Board: Respond to Rehder and Cavender
   --InSite Submission: Post-Submission Reflection on Archival Project

Nov 6---Read Chapter 8 of Rhetoric
   --Go through Rhetoric 8 Presentation and Quiz
   -Collaborate Session at 12:20 (Librarian-led)

Nov 8--Read Chapter 9 of Rhetoric researching in library databases
   --Go through Rhetoric 9 Presentation & Quiz
   --Blog: previous experience doing secondary research
**Week 13 (Nov 11-15)**
Nov 11--**InSite Submission**: Academic Scavenger Hunt  
--**Blog**: Summary of Scavenger Hunt findings

Nov 13--Collaborate Session at 12:20  
--**Blog**: Three citations with annotations (paragraphs), plus Draft of proposal

Nov 15--Continue commenting on **Blog**: Three citations with annotations (paragraphs), plus Draft of proposal

**Week 14 (November 18-22)**
Nov 18--**InSite Submission**: Proposal and Annotated Bibliography  
--View “Academic Paper” videos in the Academic Videos Folder (Be prepared for a quiz in our Collaborate Session)

Nov 20--Read everything in “Source Integration” folder on BB (Selections from *They Say/I Say*)  
--Collaborate Session at 12:20

Nov 22--**Discussion Board**: Concerns about the paper, Questions, etc.

**Week 15 (November 25-29)**
Nov 25--Conferences w/ Dr. N  
--**Blog**: Thesis and main points for paper, including sub-points and research

Nov 27--No Collaborate Session; Dr. N available for Conferences  
--**InSite Submission**: Academic Paper Draft

Nov 29--No Class--Thanksgiving Break

**Week 16 (December 3)**
Dec 3--Dr. N Available for Conferences  
--**InSite Submission**: Reflection on Course and Growth as a Writer  
--**InSite Submission**: Rewrite Due  
--**Peer Review** via InSite  
--Last Day of Classes

**InSite Submission**: Academic Paper Due by 2:30 pm on Tuesday, December 10th (exam period)  
**Academic Paper Vlog** Due by 2:30 pm on Tuesday, December 10th (exam period)