

**"I never let my schooling interfere with my education."  
—Mark Twain**

**Drury Mission Statement**

Drury is an independent University, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks: to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought, to liberate persons to participate responsibly in and contribute to life in a global community, to foster the integration of theoretical and practical knowledge.

**Course Syllabus**

***Spring 2011***

*Semester Dates*

*8 Week Classes: A Block: January 18-March 13*

**Course Number & Title: ENGL 236/Ozarks Culture & Folklore**

**Instructor's Name: Jennifer KIM McCully-Mobley**

**(My friends and colleagues call me KIM)**

**Prerequisite Courses :**

There are no prerequisites for this course. The course catalogue is located at <http://www.drury.edu/multinl/story.cfm?ID=3322&NLID=75>

**Course Description ENGL 236 Ozarks Culture and Folklore. 3 hours.** The main goal of this class is to provide a firm foundation in critical thinking, research, writing and effective communication in terms of gaining cultural insights while encouraging an appreciation for the culture of the Ozarks. To do that, we'll take a look at the people, the food, the music, the legends, the lore, the jargon and the habits/ethics of the Ozarks' hill people from the 1800s to the present time. Additional goals include promoting critical thinking, teamwork, self-confidence and storytelling as educational tools.

**Contact Information:**

***Email:***

[jmccully@drury.edu](mailto:jmccully@drury.edu)

[kmccully75@hotmail.com](mailto:kmccully75@hotmail.com)

[kmobley@hdnet.k12.mo.us](mailto:kmobley@hdnet.k12.mo.us)

I prefer emails to be sent through the message center within Blackboard. However, if you want to utilize any of the other email addresses I've listed here, feel free to do so. I will always strive to respond to emails within 24 hours of their posting.

**Phone:** 417-229-2094 (*This is my cell phone number. Feel free to leave me a message any time. Also feel free to text me if you need immediate clarification on something. I work a lot of hours and will always try to respond to your messages or concerns in a timely manner. Please do not panic if you do not receive an immediate response as I may be teaching or in a meeting.*)

### **Important Semester Dates**

Course Refund Dates for ALL courses	100% refund (on or before Feb 1, 4:00 pm) 50% refund (Feb 2-8) 0% refund (Feb 9 and after)
Classes Begin	January 18
First Assignment Due	January 23
Last Day to Apply for May Graduation	January 21
Last Day to Drop a Class Without a Grade	March 1 (16 week, 12 week & A Block classes) April 22 (B Block classes)
Last Day to Drop a Class	March 4 (A Block classes) April 29 (16, 12 week classes) May 6 (B Block classes)
All Late Work Must Be Submitted By	March 6th
<b>Class Ends</b>	<b>March 13th</b>
Spring Commencement	May 14

**Course Location Online** <http://druryonline.blackboard.com>

### **Required Texts:**

Ozark Magic & Folklore by Vance Randolph is required

(There will be additional articles, texts and online materials utilized during the course of the class. I will post them completely in a separate document.)

<http://owl.english.purdue.edu/>

The online writing lab at Purdue University has an exemplary website with writing tools designed to help raise the bar at the college level. Any mechanical issues you may have with any of the projects or assignments can be addressed more fully there. Feel free to take a look at this incredible website.

[http://open.salon.com/blog/kim\\_mccully-mobley](http://open.salon.com/blog/kim_mccully-mobley)

Here is my own blog. I also have a website I am in the process of revamping and a podcasting site I will be sharing with you. I am an avid researcher/storyteller/historian of all things folklore and have written extensively on the subject.

### **Instructor's Bio:**

Howdy! Lord willin' and the creek don't rise, I will be your fearless and feisty leader this semester in this journey through the history, people, heritage and culture of this Ozarks region I call my home. I hold an associate's degree in journalism, a bachelor's degree in English and a master's in education. I have spent over 35 years as a working reporter/editor/freelance writer/publisher and researcher. I have spent a good part of the last 19 years dabbling in the world of education...as an administrator, teacher, mentor, consultant and adjunct professor. The different careers I have pursued have taken me a on colorful journey. My passions involve my faith, my family, my friends, writing, photography, research and folklore. With this particular class, I get to entertain the best of all my worlds—as this class truly combines my knowledge, my areas of expertise and my passions. I am a fulltime high school teacher by day and I teach for two different colleges/universities at night and online.

I am working on a second master's degree in reading and literacy. I have written several grants and won numerous local, regional, state, national and international writing awards. Periodically, I publish some things about the Ozarks through my own company—called Spirit Publishing/The Ozarkian Spirit. I make my home on a small farm in Barry County, Missouri. I have a husband, Al, who is proof that good things come to those who wait. We have been married for almost seven years. I was married the first time for 10 years and then lived as a single parent for almost 14 years.

I have a 20-year-old son, Jake, who is a junior at Drury University. We like baseball, traveling, history, movies, books and learning new things. We all enjoy a variety of music, culture, food and people. Enjoy this journey. We will only have time to whet your appetites about the Ozarks in only eight weeks. Hopefully, the hunger for more knowledge about this topic will last throughout your collective lifetimes.

### **Course Objectives:**

My goals and objectives for you are pretty simple.

1. I want you to embrace the culture of the Ozarks region.
2. I want you to “pay it forward” by sharing your knowledge with others.
3. I want you to hunger for more knowledge about the Ozarks culture throughout your lifetime.
4. I want you to gain a higher understanding of yourself, others and our shared stories.

\*I believe that, through the course of our shared dialogue, you will develop more self-confidence and resources that will serve you well in a variety of subjects, both in and out of the classroom setting. You will learn to think outside the box, look at history and culture with a renewed sense of appreciation and move forward into the future as “you can only know where you are going by taking a look at where you’ve been.”

### **Course Schedule**

<b>Week 1--Jan 18-23—Read through page 91 of Randolph text; read lecture; post self-assessments and literacy surveys; respond to any discussion prompts (Don't forget to peer review!)</b>
<b>Week 2--Jan 24-30—Read through page 161 of Randolph text; Read corresponding lecture; Check out appropriate websites and articles for research project on Hilltalk &amp; Beowulf; respond to any discussion prompt (Don't forget to peer review!)</b>
<b>Week 3—Jan 31-Feb 6—Read through page 263 of Randolph text; read corresponding lecture; check out website links; create movie review project after watching a movie with stipulated criteria; respond to any discussion prompt (Don't forget to peer review!)</b>
<b>Week 4—Feb 7-13—Finish Randolph text; read corresponding lecture; Do alternative language assignment; respond to discussion prompt (Don't forget to peer review!)</b>
<b>Week 5--Feb 14-20—Read posted articles on Blevins, McCord and other local writers; read corresponding lecture; research through websites; post Randolph critique; respond to discussion prompt (Don't forget to peer review!)</b>
<b>Week 6--Feb 21-27—Read part two of area writers' articles and overviews; read corresponding lecture and handouts; research through websites; start final portfolio project; respond to discussion prompt</b>
<b>Week 7—Feb 28-Mar 6—Read part three of suggested articles and handouts; read corresponding materials for the week; continue working on portfolio project; respond to discussion prompt</b>
<b>Week 8—Mar 7-13—Respond to survey; read closing documents; proof and self-correct portfolio project; post portfolio project, comment in peer review</b>

**fashion on at least one other project; respond to final discussion prompt**

\*New materials will be posted on Sunday evenings and Monday mornings. Your work will be due by 10 p.m. on Sundays. You will have three weeks to work on your final portfolio project. Thus, your big due dates will be: January 23, January 30, February 6, February 13, February 20 and March 13. No late work will be accepted after March 6 for any reason.

**Class Activities, Interaction, and Participation**

Online learning is an interactive process centering on discussions and other individual and/or collaborative activities. In order to benefit from this learning, students ideally need to actively participate 4-5 times per week in the class. A positive and direct correlation exists between frequency of student participation and learning outcomes. Because of that, students are expected to participate 4-5 times per week on class activities.

Contributions by students to these activities form a rich learning environment that is diminished when students do not participate at this level. Set aside the time to be a collaborative partner in everyone's learning.

7 regular homework assignments, 100 points each=700 points

1 literacy survey/participation only=100 points

1 final portfolio project, this is a weighted assignment and will serve as your final=200 points

1 farewell survey/this is actually part of the portfolio finale

\*Your weekly peer review and discussion postings will be evaluated and tallied as the semester progresses. They will be viewed as insurance at the end of the semester should a student be in need of securing the next available letter grade. For instance, if a student's final percentage score is at 89 percent and that student did an exemplary job of discussing, following the prompts and peer reviewing his/her peers, the student could easily earn an A- for the course. Discussions and peer review postings must be detailed and thorough and timely to even be considered for further review or consideration at the end of the semester. Once your work is posted by 10 p.m. on a Sunday evening, you will have the following week to peer review the week's prior postings.

TOTAL POINTS POSSIBLE=1,000

Discussion board activity should be ongoing and throughout the week. You are expected to post on 3-5 different days of the week.

Remember to post early...post often for maximum learning and discussion point awards!



To more easily visualize this process, think of our discussions as you would a conversation with others. If someone asks or responds to you, then the conversation is enhanced by following up with your own insights and meaningful comments. The discussion board should mimic this type of interaction.

Grading will be according to the following rubric for discussions.

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 1-10 Points</b>	<b>Good 11-20 Points</b>	<b>Excellent 21-25 Points</b>
<b>Frequency</b>	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
<b>Initial Assignment Posting</b>	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
<b>Follow-Up Postings</b>	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
<b>Content Contribution</b>	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development	Posts factually correct, reflective and substantive contribution; advances discussion.

			of concept or thought.	
<b>References &amp; Support</b>	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
<b>Clarity &amp; Mechanics</b>	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

*Source: Pittsburg University: Assessing Effectiveness of Students Participation in Online Discussions*

### **Course Grading Scale**

1000-950 = A  
949-901 = A-  
900-850 = B+  
849-830 = B  
829-801 = B-  
800-770 = C+  
769-730 = C  
729-701 = C-  
700-670 = D+  
669-630 = D  
629-601 = D-  
600 or fewer = F

### **Assignment Policy**

I have designed this course to introduce a variety of concepts focusing on the Ozarks region. Each lecture and assignment has been developed to build upon what has been introduced or discussed previously. I reserve the right to add, change or amend an assignment, but will always give you at least a week's notice if I choose to do so. As a rule, I will expect your work to be timely, credible, relevant and focused.

## **Late Work / Incompletes**

In an eight-week online course, there is no room for late postings, missing assignments or hit and miss dialogue. If an emergency arises, please contact me immediately to see if we can work out a solution. I will work with you to stay caught up in order to promote the overall success of the course and your enjoyment of it. We are adults. We know the meaning of deadlines. Any credit you receive for late work will be at my discretion and should not be expected. If a situation arises that you are considering requesting an incomplete, please contact me in writing detailing the circumstances and your willingness or desire to complete the course. Check out the university's policy regarding such matters and contact your advisor to get the paperwork started. I'll be honest, my experience with incompletes throughout the past 18 years have shown that people have good intentions, but are not always able to complete the course at a higher standard when emergency situations arise. A total of 80 percent of the incompletes that have been requested of me have resulted in Fs on the transcripts of the students in question. I have rarely received any suitable work when these situations occur. There are exceptions to every rule and I am always open to giving something a good try, if the circumstances warrant such action.

See the grading schedule below for more information and for Drury's Incomplete grade policy.

## ***Drury Grading Schedule, Standards and Academic Policies***

### **Drury Grade Criteria and Guidelines**

**A** A grade of A involves a level of performance that is completely excellent in the factors indicated in the definition of B.

**B** A grade of B indicates a higher level of performance than the satisfactory standard defined for a grade of "C." It involves excellence in some aspect of work, such as completeness, accuracy, detail of knowledge, or effective independent work.

**C** A grade of C represents a satisfactory level of performance which can be expected of any Drury student who gives a reasonable amount of time, effort and attention to the work of the course. Such satisfactory performance should include familiarity with the concept of the course as shown by an acceptable mastery of the information, concepts of skills involved and regular participation in the work of the class.

**D** A grade of D indicates below standard performance; it is acceptable toward graduation only if offset by superior work in other courses.

**S** A grade of S (satisfactory) indicates the attainment of a "C" level or better.

**F** A grade of F indicates an unacceptable level of performance.

**I** A grade of I is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the "I" grade. Coursework must be completed and the "I" grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the "I" was received, please see CGCS catalog for complete I grade policy

**U** A grade of U (unsatisfactory) indicates an unacceptable level of performance.

**IP, DR, DP,DF, WP, WF** Please see CGCS catalog

Note: Drury does not give A+ grades as a final, end of semester, grade.

### **Course Standards**

Drury University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's original work, even for work designated as group work. Although Drury encourages collaboration between students, and faculty, in the sharing of ideas and experiences, individual work needs to represent the student's original thought and be distinguishably different from other student's work.

### **Academic Honesty**

Academic dishonesty undermines the values of Drury University as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will be reported to the dean of the college. Please refer to the CGCS catalog for more thorough review of the university's academic dishonesty policy.

I do not tolerate plagiarism or academic dishonesty at any level. Any student caught violating these expectations will be subject to receiving a zero for that assignment, being removed from the course or even being placed on probation at the university level.

### **Written Work**

All papers are to be college level papers: typed, spell-checked and grammar checked, well written with a logical flow of thought.

### **ADA Students**

Drury University is committed to providing a hospitable environment to academically qualified students with disabilities and to complying fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Accommodations will be determined, based on documentation, and communicated

to faculty each semester by the College of Graduate and Continuing Studies, with the consent of the student. The dean of the College of Graduate and Continuing Studies is the first person to be contacted by a student requesting a review of accommodations or services. Services for students with disabilities enrolled in Continuing Studies are coordinated by Marti Marlin in academic advising. To begin the process of planning for success, students are encouraged to present appropriate and current documentation well in advance of their first semester of classes. The instructor cannot make any accommodations unless directed to do by the university.

Enjoy this journey.

Good Luck & Godspeed.