

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 10/13/2014

1b. Department/Division: Linguistics

1c. Contact Person

Name: Andrew Hippisley

Email: andrew.hippisley@uky.edu

Phone: 7-6989

Responsible Faculty ID (if different from Contact)

Name: Jennifer Cramer

Email: jennifer.cramer@uky.edu

Phone: 7-6983

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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SENATE COUNCIL

2/25/15 Rew

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 311

2c. Full Title: Appalachian English

2d. Transcript Title:

2e. Cross-listing: APP 311; ANT 341

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: 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 will examine the extent to which this uniqueness is true, considering the nature of many myths and stereotypes that exist about this variety. We will discuss certain lexical, phonetic, syntactic, and other linguistic features that set this variety apart from other American varieties while also noting the features the speech of Appalachia shares with others. We will examine the history, origins, and development of English in Appalachia and address issues of identity, education, and standardness with respect to the English of Appalachia.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: As an elective class, the linguistics program cannot commit to teaching this course every year. The goal will be to offer the course once every two years.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 45

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Students choosing to minor in Appalachian Studies will be able to count this course toward that program. Students in the College of Communication and the College of Education often take linguistics courses to fulfill requirements, and this course would be an appropriate choice for those students.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 311 NEW Dept Review|20141029

SIGNATURE|ACSI222|Anna C Harmon|LIN 311 NEW College Review|20141202 .

SIGNATURE|JMETT2|Joanie Ett-Mims|LIN 311 NEW Undergrad Council Review|20150205

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 4377	Appalachian English Sample Syllabus Revised.pdf

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

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 will examine the extent to which this uniqueness is true, considering the nature of many myths and stereotypes that exist about this variety. We will discuss certain lexical, phonetic, syntactic, and other linguistic features that set this variety apart from other American varieties while also noting the features the speech of Appalachia shares with others. We will examine the history, origins, and development of English in Appalachia and address issues of identity, education, and standardness with respect to the English of Appalachia.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: As an elective class, the linguistics program cannot commit to teaching this course ev

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 45

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Students choosing to minor in Appalachian Studies will be able to count this course toward that program. Students in the College of Communication and the College of Education often take linguistics courses to fulfill

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ¹ for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)
¹² You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
¹³ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

LIN/APP 311-001/ANT 341-001: Appalachian English
Fall 2015 Course Syllabus
MWF, 12:00-12:50pm, CB 231

Instructor: Dr. Jennifer Cramer

Office: 1371 Patterson Office Tower

Phone: (859) 257-6983

Email: jennifer.cramer@uky.edu

Mailbox: 1243 Patterson Office Tower, English Department

Office hours: MW 10-10:50am or by appointment

Course Description: 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 will examine the extent to which this uniqueness is true, considering the nature of many myths and stereotypes that exist about this variety. We will discuss certain lexical, phonetic, syntactic, and other linguistic features that set this variety apart from other American varieties while also noting the features the speech of Appalachia shares with others. We will examine the history, origins, and development of English in Appalachia and address issues of identity, education, and standardness with respect to the English of Appalachia.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Discuss the history, origins, and development of English in Appalachia.
- Perform linguistic analyses of variation in Appalachian English as compared to other varieties of American English.
- Recognize and appreciate the diversity of language varieties and cultures.

Required Materials:

- Talking Appalachian: Voice, Identity, and Community, ed. by Amy D. Clark and Nancy M. Hayward (University Press of Kentucky, 2013)
- Additional reading materials will be made available on Blackboard

Course Evaluation and Grading Scale:

Quizzes (5)	30%	A	90-100%
Homework (5)	20%	B	80-89%
Individual Midterm Project	20%	C	70-79%
<u>Final Group Project</u>	<u>30%</u>	D	60-69%
TOTAL	100%	E	59% or below

Quizzes:

There will be six in-class quizzes, which will be short (20 minutes) and will each constitute 6% of your final grade. [Note: the lowest quiz grade will be dropped.] They consist of mostly short answer questions to make sure you have been able to draw the larger conclusions from the topics we have been discussing in class. The dates for these

quizzes are in the course schedule.

In the event that you must miss class on the day of a quiz, you will be permitted to take a make-up quiz **IF** you contact me **BEFORE** the missed class **AND** it is an excused absence. See discussion of the class attendance policy for information about excused absences. It is your responsibility to notify me of your absence within one (1) week in order to take a make-up quiz.

Homework:

Homework exercises are designed to further explore the material covered in class. Homework is due at the **beginning** of class on the dates that are marked in the schedule.

If you are absent, it is your responsibility to keep up with all assignments. You are responsible for all material covered in class, even if your absence is excused (see below). If an assignment is due on a day you are absent, it is your responsibility to submit the homework **before class starts**. That could mean scanning or typing the assignment and sending it by email, sending your completed work with a classmate, or having a friend leave your homework assignment in my mailbox (1243 POT). Otherwise, you must contact me **before class** to discuss the matter.

Late homework will be accepted. However, the grade you receive will be lowered by **10% per day that it is late** (including weekends). Additionally, once an assignment has been graded and returned to the class, you will no longer be allowed to submit it.

Midterm and Final Projects:

You will complete an individual paper assignment around midterm. A prompt and assignment sheet for this paper will be given during the semester. The due date for this paper is listed in the course schedule.

In lieu of a final exam, you will complete a group project (research paper and an oral presentation). You will receive a separate assignment and assessment sheet for each piece of the project. This project will involve the collection and analysis of data dealing with some aspect of Appalachian English. Presentation dates are listed in the course schedule.

Your final group paper is due in Blackboard **no later than 11:59pm on Friday, December 14.**

Attendance:

Attendance is **mandatory**. Attendance will be taken during each class. You are allowed to have **three (3) unexcused** absences. After three (3) unexcused absences, you will be docked 2% of your final grade for each additional class missed.

Students need to notify me of absences prior to class when possible. However, you must inform me of your absence within one (1) week of the missed date(s) in order to be able to make up any missed work. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to

fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays **no later than the last day in the semester to add a class.**

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence. Do **NOT** schedule regular appointments/check-ups (i.e., eye doctor, dentist, OB/GYN, etc.) during our class time. These will not be excused.

Class Participation:

This course will include class discussion and in-class work. You are responsible for the reading assignments from the texts in the daily syllabus, so that you can participate actively in both the discussion and in-class assignments. **In the course schedule, readings appear next to the day on which they are due.** You are also responsible for the material covered in class, which may not be in the readings.

Plagiarism:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Electronic Devices:

Cell phones, laptops, and other electronic devices are to be turned off and kept out of sight during class. To use a laptop for notetaking in class, you must get special permission from me, and you must sit in the front row. I may ask to see your notes. No texting, emailing, googling, facebooking, or other internet-type activities are allowed in class unless requested by me.

Academic Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Daily Schedule: The following dates are approximate. We may find that we need to postpone or extend our discussion of various topics. If you are having trouble on a particular concept, please let me know. The midterm of the semester is **Monday, October 15**. Readings from the course text are marked as (TA); other texts may be found in Blackboard (BB).

Date	Assignments Due	Topic	Readings
W 8/22		Introduction, review syllabus	
F 8/24		Introduction to Appalachia	Frontline (BB)
M 8/27		Video – Hillbilly: The Real Story	
W 8/29		Introduction to Appalachia	Clark & Hayward (TA)
F 8/31	Homework 1	Crash course in linguistics	
M 9/3	**NO CLASS**	**LABOR DAY**	**NO CLASS**
W 9/5		Library visit	**Report to King Library**
F 9/7		History of English in Appalachia	Montgomery (TA)
M 9/10	Quiz 1	Myths and Stereotypes	Billings (BB)
W 9/12		Myths and Stereotypes	Montgomery (BB)
F 9/14		Video – Strangers and Kin	
M 9/17	Homework 2	Myths and Stereotypes	Luhman (BB)
W 9/19		Myths and Stereotypes	Shelby (BB)
F 9/21		Myths and Stereotypes	
M 9/24	Quiz 2	Language Variation	Hazen, Flesher, & Simmons (TA)
W 9/26		Language as Community Practice	Hayward (TA)
F 9/28		Video – Mountain Talk	
M 10/1	Homework 3	Phonological Variation	Hazen (BB)
W 10/3		Phonological Variation	Irons (BB)
F 10/5		Phonological Variation	
M 10/8	Quiz 3	Morphosyntactic Variation	Montgomery & Hall (BB)
W 10/10		Morphosyntactic Variation	Hazen, Hamilton, & Vacovsky (BB)
F 10/12		Morphosyntactic Variation	
M 10/15	Midterm Paper	African Americans in Appalachia	Wolfram (TA)
W 10/17		African Americans in Appalachia	Mallinson & Childs (BB)
F 10/19		African Americans in Appalachia	
M 10/22		Other groups in Appalachia	Wolfram (BB)
W 10/24		Other groups in Appalachia	Johnson & Boyle (BB)
F 10/26	Quiz 4	Other groups in Appalachia	
M 10/29		Appalachians in the Diaspora	Anderson (BB)
W 10/31		Appalachians in the Diaspora	Hazen & Hamilton (BB)
F 11/2	Homework 4	Appalachians in the Diaspora	
M 11/5		Dialect and Education	Reaser (TA)
W 11/7		Dialect and Education	Clark (TA)
F 11/9	Quiz 5	Dialect and Education	
M 11/12		Language, Identity, and Power	Sohn (TA)
W 11/14		Language, Identity, and Power	Puckett (TA)
F 11/16	Homework 5	Appalachian Writing	Ellis (TA)
M 11/19		Appalachian Writing	Lyon, House, Smith (TA)

W 11/21	**NO CLASS**	**THANKSGIVING**	**NO CLASS**
F 11/23	**NO CLASS**	**THANKSGIVING**	**NO CLASS**
M 11/26	Quiz 6	Appalachian Writing	Hicks, Giardina, Rash (TA)
W 11/28		Appalachian Writing	Quillen, Wilkinson, Shelby (TA)
F 11/30		In-class work on group projects	
M 12/3		**Group Project Presentations**	
W 12/5		**Group Project Presentations**	
F 12/7		**Group Project Presentations**	

FINAL: Final Group Paper due (in Blackboard) by 11:59pm, Friday, December 14

Additional Readings

- Anderson, Bridget L. 2002. Dialect leveling and /ai/ monophthongization among African American Detroiters. *Journal of Sociolinguistics* 6 (1): 86-98.
- Billings, Dwight. 1999. Introduction. In D. Billings, G. Norman, and K. Ledford (Eds.), Confronting Appalachian Stereotypes: Back Talk from an American Region. Lexington, KY: University Press of Kentucky. 3-20.
- Frontline. 2006. A Short History of Kentucky/Central Appalachia. Reading prepared for viewing of Country Boys. Accessed 16 July 2012.
<http://www.pbs.org/wgbh/pages/frontline/countryboys/readings/appalachia.html>.
- Hazen, Kirk and Sarah Hamilton. 2008. A Dialect Turned Inside Out: Migration and the Appalachian Diaspora. *Journal of English Linguistics* 36 (2): 105-128.
- Hazen, Kirk, Sarah Hamilton, and Sarah Vacovsky. 2011. The fall of demonstrative them: Evidence from Appalachia. *English World-Wide* 32 (1): 74-103.
- Hazen, Kirk. 2005. Mergers in the Mountains: West Virginia Division and Unification. *English World-Wide* 26 (2): 199-221.
- Irons, Terry. 2007. On the Southern Shift in Appalachian English. *University of Pennsylvania Working Papers in Linguistics* 13 (2).
- Johnson, Ellen and David Boyle. 2006. Learning Spanish in the North Georgia Mountains. In T. Murray and B. Simon (eds.), Language Variation and Change in the American Midland: a new look at 'Heartland' English. Amsterdam/Philadelphia: John Benjamins. 235-243.
- Luhman, Reid. 1990. Appalachian English Stereotypes: Language Attitudes in Kentucky. *Language in Society* 19 (3): 331-348.
- Mallinson, Christine and Becky Childs. 2007. Communities of Practice in Sociolinguistic Description: Analyzing language and identity practices among black women in Appalachia. *Gender and Language* 1 (2): 173-206.
- Montgomery, Michael and Joseph S. Hall. 2004. Dictionary of Smoky Mountain English. Knoxville, TN: University of Tennessee Press.
- Montgomery, Michael. 1999. In the Appalachians They Speak like Shakespeare. In . Bauer and P. Trudgill (Eds.), Language Myths. London: Penguin. 66-76.
- Shelby, Anne. 1999. The 'R' Word: What's So Funny (and Not So Funny) about Redneck Jokes. In D. Billings, G. Norman, and K. Ledford (Eds.), Confronting Appalachian Stereotypes: Back Talk from an American Region. Lexington, KY: University Press of Kentucky. 153-160.
- Wolfram, Walt. 2003. Enclave dialect communities in the South. In S. Nagel and S. Sanders (eds.), English in the Southern United States. Cambridge: Cambridge University Press. 144-158.

Ellis, Janie

From: Anglin, Mary K
Sent: Friday, October 10, 2014 10:18 PM
To: Cramer, Jennifer S
Subject: Re: Appalachian English course

Dear Jennifer,

I have heard back from Scott Hutson, chair of the Curriculum Committee, whom I am copying on this email in the event that you would like to be in direct communication. The Curriculum Committee has reviewed the course materials and strongly endorses the cross-listing, in Anthropology, of your proposed course.

Thanks!

Mary

Mary K. Anglin PhD MPH
Associate Professor and Chair,
Department of Anthropology
University of Kentucky
Lexington, Kentucky 40506-0024

Sent from my i-Phone

On Oct 9, 2014, at 9:20 AM, Anglin, Mary K <manglin@uky.edu> wrote:

Dear Jennifer,

I am happy to forward this email and proposal to the Curriculum Committee in Anthropology, if you would like.

All best,
Mary

Mary K. Anglin PhD MPH
Associate Professor and Chair,
Department of Anthropology
University of Kentucky
Lexington, Kentucky 40506-0024

Sent from my i-Phone

On Oct 8, 2014, at 3:57 PM, Cramer, Jennifer S <jennifer.cramer@uky.edu> wrote:

Hi Mary and Dwight,

I just wanted to let you know that the Linguistics program voted to submit the proposal for the Appalachian English course I am proposing (to be cross-listed with APP). But they wanted me to check with ANT and SOC to see if there was an interest in cross-listing

there. I have attached a PDF of the course proposal and sample syllabus that will be submitted. Would you mind making sure this gets in the right hands in your departments to see if they are interested? I would appreciate it. If there is no interest at this point, let them know that it could be reconsidered after the course is accepted and the class runs (hopefully next Fall). Thanks for your help!

Jennifer

Jennifer Cramer
Linguistics Program
University of Kentucky
1371 Patterson Office Tower
Lexington, KY 40506-0027
jennifer.cramer@uky.edu

<Appalachian English Sample Syllabus.pdf>

<Curricular Proposal.pdf>

Ellis, Janie

From: Norton, Erin M
Sent: Wednesday, October 08, 2014 1:52 PM
To: Kingsolver, Ann E; Cramer, Jennifer S
Subject: RE: Appalachian English course

This is very exciting! What an interesting course this will be for students—I'm so glad this will be offered on a regular basis!
Erin

From: Kingsolver, Ann E
Sent: Wednesday, October 08, 2014 1:39 PM
To: Cramer, Jennifer S
Cc: Norton, Erin M
Subject: RE: Appalachian English course

Jennifer, I am delighted that this course proposal is going through, and that numbering sounds very appropriate (I think it makes it easier for the students when the number is parallel). Does Linguistics need a letter of support to accompany the course proposal? Just let me know.

thanks,
Ann

From: Cramer, Jennifer S
Sent: Wednesday, October 08, 2014 1:15 PM
To: Kingsolver, Ann E
Cc: Norton, Erin M
Subject: Appalachian English course

Hi Ann,

I just wanted to let you know that the Linguistics program voted to submit the proposal for the Appalachian English course I am proposing. I have attached a PDF of the course proposal and sample syllabus that will be submitted. Let me know if you have any concerns. I have labelled the course LIN 311, and I gave it the same number in APP. If there is a different number that you would like me to use, please let me know. Assuming all goes as planned, I hope to offer this course in Fall 2015. Yay!

Jennifer

Jennifer Cramer
Linguistics Program
University of Kentucky
1371 Patterson Office Tower
Lexington, KY 40506-0027
jennifer.cramer@uky.edu