

FNRS 150 : Edible and Medicinal Plants of Appalachian Folk Medicine

Credit/Format: 3 hours, Asynchronous Online

Instructor: Heather Wetzel, MEd, RH

hdw00003@mix.wvu.edu

434-760-5409

Office hours: Contact Ms. Wetzel with questions.

Course Pre or Co Requisites:

There are no prerequisites required to participate in this course. We welcome everyone with an interest in the traditional use of Appalachian plants to support well-being.

Course Description: Introduction to the Traditional and Folk use of Appalachian plants for food and wellness.

Mode of Instruction: On-line (asynchronous).

You must have your MIX email account activated and log into WVU eCampus at <https://ecampus.wvu.edu/>. Consistent internet service and access to eCampus is key for this online class, as no assignments will be accepted by email. See technical requirements on page 6 of this syllabus.

Course content is organized into learning 17 modules. Module slides contain much content and are as important as the texts. Slides and associated links are key to mastering content and successfully completing the assignments (which make up a major portion of this class).

Course Philosophy: Humans evolved with plants and have used them as both food and medicine for millennia. Folk medicine, also known as herbalism or “the medicine of the people” is surging again as people move away from industrially processed foods toward more traditional plant-based diets, have less access to medical care, or just want to be more self-sufficient and (re)learn simple preventative home remedies. Appalachian traditions are deep and our plants numerous. This resurgence also has economic and environmental impacts and puts pressure on some Appalachian plant communities. A basic understanding of Appalachian folk-medicine or herbalism provides a traditional framework for accessible, sustainable, responsible, and safe ways of using these common plants to support well-being. This

class is designed as a first-year level course, and it does not meet as an actual group in real time. Therefore, it is up to you to be sure that you understand the material, maintain adequate progress, and seek help if needed.

***This class is not intended to diagnose nor treat disease and is not a substitute for regular professional healthcare.**

Course Learning Objectives: Upon successful completion of this course, the student will be able to:

CLO1 Understand what folk medicine is and its historical context.

CLO2 Understand and apply the basic tenets of folk medicine. **CLO3**

Understand the different categories of medicinal plants and the vocabulary used to describe them.

CLO4 Identify common plants used in traditional Appalachian folk medicine. **CLO5**

Create simple, safe herbal remedies using common Appalachian plants.

CLO6 Know a variety of plants appropriate for first-aid situations.

CLO7 Make a first-aid remedy with an Appalachian plant.

CLO8 Identify common Appalachian wild food plants and demonstrate their use in a dish/recipe.

Tentative Course Schedule:

See Course Outline and Tables below- pages 6-12.

Grading:

Grades will be based on three (3) 100-point exams, three (3) 15-point discussion posts, nine (9) twenty-five-point assignments, and seventeen (17) 10-point quizzes. Thus, the 17 quiz scores, 3 discussion posts, 9 assignments, and 3 exams will be used to calculate your grade. Exams contain multiple choice, true/false questions, and short answer. You have 10 minutes to complete a quiz and 60 minutes to complete an exam.

You may take each quiz twice, with only the highest score for each quiz being retained. Exams can only be taken once.

Grades are based on the percentage of total points earned based on the following:

Quizzes	17 Quizzes @ 10 points	170 points
Exams	3 Exams @ 100 points each	300 points
Discussions	3 Discussions @ 15 points each	45 points
Assignments	9 Assignments @ 25 points each	225 points
	Total Possible Points	740 points

Course Grading Scale:

Grade	Percentage
A+	97-100%
A	94-96%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%

Late Work:

Any work not submitted by the due date/time will not be accepted and the grade will remain a zero. Please contact the instructor BEFORE the due date if you need to discuss an exception to a due date.

Course Resources:

The following books are required:

Foster, Steven and James A. Duke. 2014. Peterson Field Guide to Medicinal Plants and Herbs of Eastern and Central North America. 3rd edition. Houghton Mifflin Harcourt Publishing Co. New York, NY. ISBN: 9780547943985

Light, Phyllis D. 2018. Southern Folk Medicine: Healing Traditions from the Appalachian Fields and Forests. North Atlantic Books, Berkeley, CA. ISBN: 9781623171568

Suggested books and additional readings: Found module by module in course slides

Academic Integrity

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, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. 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 Catalog at

<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>.

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 me before the assignment is due to discuss the matter.

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 this class, please advise us and make appropriate arrangements with the [Office of Accessibility Services](#)

(<https://accessibilityservices.wvu.edu/>)

For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>

Incomplete Grades

Students who want to be considered for an Incomplete must apply to their instructor prior to the end of the term. If the instructor agrees, the instructor and the student must negotiate the conditions under which the grade of I will be changed to a letter grade and sign a contract. The date to submit the incomplete work should not be set beyond the last day of class of the following semester. If the student does not complete the terms of the contract, then the instructor will submit a grade of F. All incomplete contracts must

be filed with the department and Dean's Office. See the policy at

<http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#gradestext>

Sale of Course Materials

All course materials, including lectures/class slides, 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.

Student Evaluation of Instruction

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 later.

Attendance Policy

At West Virginia University, class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize students' grades or even their ability to continue in their courses. There is a strong correlation between regular class attendance and academic success. Faculty are strongly encouraged to require attendance in all 100-level classes.

<http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#enrollmenttext>

Course Netiquette

The basic premise is that the etiquette expected of students in the online environment is the same as that expected in a classroom. Common courtesy is the guiding rule of Internet communications. Be prepared to communicate effectively when taking an online course. Following these simple netiquette rules in your online class or education environment will ensure your success:

- Never type in ALL CAPS, because it reads as if you ARE SHOUTING AT PEOPLE.
- Act as professionally, via your writing, as you would in a face to face classroom.
- Refrain from inappropriate language and derogatory or personal attacks.
- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Disagree with ideas but avoid challenges that may be interpreted as a personal attack.
- Check that you are replying to the specific person you intend, and not to the entire class.
- Never give your password to another person.
- Respect the virtual classroom. Never forward in-class communications or posts by others outside of this virtual space.
- Never spam your classmates.
- If you quote someone's previous post, only quote enough to make your point.

Be aware of the University's Academic Integrity and Dishonesty Policy

<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>.

You can review the rules, regulations, and procedures concerning student conduct and discipline for the main campus of West Virginia University, at <http://campuslife.wvu.edu/r/download/180235>.

Feedback Response Time

Contact Ms. Wetzel with questions and feedback. I generally reply to email and discussion posts within 48 hours, except during holidays. Often, I will reply much more quickly, but you should not count on a same-day reply. Please plan accordingly so that you don't miss deadlines! I generally return assignments within one week of when a discussion or assignment closes. If you would like to get help on an assignment ahead of the deadline, please email me! I'm happy to give preliminary feedback or answer questions.

Technical Requirements

Students need to have access to a computer for word processing, e-mail and access to eCampus. Access to the Internet is necessary for completion of this course. Run the [Browser Check](#). This tool will check that you are using a supported Internet browser and have a valid Java version installed. The required technical skills to participate in this course are:

1. Navigate the web
2. Use email with attachments

3. Create and submit files in commonly used word processing program formats
4. Copy and paste
5. Download and install software
6. Consult software tutorials and other online sources as a method of learning software features

Technical Support

Technical support regarding your use of eCampus is available by contacting 304-2934444 (telephone), 1-877-327-9260 (toll free number), itshelp@mail.wvu.edu (email), and/or <http://it.wvu.edu> (website).

Phone: [\(304\) 293-4444](tel:(304)293-4444)

Toll Free: [1\(877\) 327-9260](tel:1(877)327-9260)

Email: ITSHelp@mail.wvu.edu

Course Overview:

This course is divided into 17 modules. There is a quiz at the end of each module and an exam at the end of each section. Although there are no due dates for quizzes the exams have specific due dates, you should average three modules a week in order finish the course in a timely manner. No work will be accepted after 11:59 pm on Friday, March 4, 2022. Assignments are detailed below and due no later than 11:59 pm on the designated due dates.

Course Outline: Modules I-17 ([See tables below for specifics](#))

1. Introduction to Folk medicine and herbalism
Slides and Chapter 1 of SFM (Southern Folk Medicine)
 - a) Assignment 1: Interview with an elder (more specifics below)
 - b) Reading: Chapter 1 SFM
 - c) Quiz: Module 1
2. Ecampus discussion: Introduce yourself to the class
3. Big picture concepts of Folk Medicine
Slides and Chapters 2 and 3 of SFM
 - a) Quiz: Module 2
4. A Variety of Traditions
Slides and Chapters 4 and 5 of SFM
 - a) Quiz: Module 3
5. Tenets of Southern Folk Medicine
Slides and Chapter 6 of SFM
 - a) Ecampus Discussion: Make at least 2 posts to the online discussion entitled "Tenets of Southern Folk Medicine". Which tenet(s) do you agree with or disagree with? Are any of these tenets part of your community/region/family?
 - b) Quiz: Module 4 Exam I: Modules I-4
6. Traditional Herbal Therapeutics: Properties, Actions, and herbal safety categories
Slides and documents
 - a) Assignment 2: Crossword puzzle & worksheet-Herbal Actions/Properties

- b) Quiz Module 5
Appalachian Plant Allies/Materia Medica
(Modules 6-8)
7. Introduction to plant ID, Materia Medica, Herbariums, for first group: Common plants/Weeds
Slides, videos, on-line resource links, & documents focused on 7 plants
a) Assignment 3: Go on a hike in your area and create a photo album
b) Assignment 4 (extra credit): Make an herbarium sheet for one medicinal plant specimen
c) Quiz: Module 6 Common plants and weeds
8. Plant ID, Materia Medica, Herbariums Continued for second group: Appalachian woodland medicinal plants
Slides, videos, documents, & on-line resource links focused on 7 plants
a) Assignment 5: Herbarium visit
b) Quiz: Module 7 Appalachian woodland plants
9. Plant ID, Materia Medica, Herbariums Continued for third group: Kitchen herb garden medicinals
Slides, videos, documents, & on-line resource links focused on 7 plants
a) Quiz: Module 8 Kitchen herb garden medicinals
10. Gathering and drying herbs/Medicinal plant Conservation
Slides, videos, documents, & on-line resource links
a) Assignment 6: Gather two ounces/57grams of two medicinal plants from the weed or kitchen herb groups from module 6 or 8 and dry them using one of the methods discussed.
b) Assignment 7: Using the UpS At-Risk and To-Watch lists choose a medicinal Appalachian plant to research and write a Materia Medica (using template).
c) Quiz: Module 9 Gathering, drying, and conservation of medicinal plants
- Herbal preparations and their application (Modules 10-15)
Slides, videos, & on-line resource links for each
11. Teas
a) Assignment 8: Choose two of the six herbal preparations from modules 10-15 and make them.
b) Discussion: Post at least two comments with photos in our eCampus forum sharing successes/failures/helpful hints related to the preparation of both of your chosen herbal preparations.
c) Quiz: Module 10
12. Tinctures
a) Quiz: Module 11
13. Pastes and powders
a) Quiz: Module 12
14. Syrups, Oxymels, and Herbal Honeys
a) Quiz: Module 13
15. Oils and Salves
a) Quiz: Module 14
16. Poultices and Compresses

a) Quiz: Modules 15
Exam II: Modules 5-15 Herbal Energetics, Plant ID through herbal preparations

17. Herbal First-Aid Kit

Slides, video, & on-line resource links

a) Assignment 9: Choose a first-aid issue from module (16) slides and a plant remedy for it. Create an herbal preparation (using your new skills from modules 10-15)

b) Quiz: Module 16

18. Foraging for wild plant foods

Slides, videos, & on-line resource links

a) Assignment 10: Gather plant material and make a recipe/dish

b) Quiz: Module 17

Exam III: Final I-17

Graded Assignment Overview-See tables below on pages 9-12: Please note, Quizzes self-paced but exams, assignments, and discussion boards have due dates.

<u>Due dates for Assignments, Discussions, & Exams.</u>				
Module	Quizzes	Assignments	Discussions	Exams
1 (Readings: Slides, External videos, articles, & docs, Ch. 1 SFM)	Quiz 1 (No due dates for quizzes)	Assignment 1 *Details below Due TBA	Discussion 1 *Details below Due TBA	
2 (Readings: Slides, External videos, articles, & docs, Ch. 2 &3 SFM)	Quiz 2			
3 (Readings: Slides & Ch. 4 & 5 SFM)	Quiz 3			
4 (Readings: Slides, External videos, articles, & docs, Ch. 6 SFM)	Quiz 4		Discussion 2 *Details below Due date: TBA	

				Exam 1 (Modules 1-4) Due TBA
5 (Readings: Slides, External videos, articles, & docs)	Quiz 5	Assignment 2 *Details below Due TBA		
6 (Readings: Same as above for ALL remaining modules)	Quiz 6	Assignment 3 *Details below Due TBA Assignment 4 (OPTIONAL/ EXTRA CREDIT) *Details below Due TBA		
7	Quiz 7	Assignment 5 *Details below Due date: TBA		
8	Quiz 8			
9	Quiz 9	Assignment 6 *Details below TBA Assignment 7 *Details below Due TAB		
10	Quiz 10	Assignment 8 *Details below Due TBA	Discussion 3 *Details below Due TBA	
11	Quiz 11			
12	Quiz 12			
13	Quiz 13			
14	Quiz 14			
15	Quiz 15			

Assignment #	<p style="text-align: center;">FNRS 150 Assignment Details *Remember assignments may ONLY be turned in through eCampus Following rubrics in eCampus ensure success*</p>			
1	Purpose: To make a personal or community connection with folk medicine. Conduct a brief interview of a friend, relative, elder, or community member that has experience with or a story about using a folk medicine/herbal remedy (NOT an essential oil). Allow them to explain the remedy and their knowledge and experience with it. It can			
				Exam 2 (Modules 5-15) Due date:
16	Quiz 16	Assignment 9 *Details below Due date:		
17	Quiz 17	Assignment 10 *Details below Due date:		
				Final exam (Modules 1-18)

- 2 be video or sound recording (5-10 minutes long) or written (200-400 words). **Due TBA**
 Purpose: To practice the common vocabulary words and language of folk/herbal medicine Complete the worksheet AND crossword puzzle on herbal properties, actions and safety categories. These can be found in Module 5 area of eCampus. Turn in/upload a digital copy of them. **Due TBA**
- 3 Purpose: To get out in nature and identify some of the plants you are learning about. Go on a walk/hike in your area (urban, suburban, OR rural: sidewalk cracks, the edge of green areas, vacant lots, lawns, fields, etc.). Use your knowledge from class AND your ID book to locate and take a picture of 5 medicinal plants from module 6. Extra credit: Find and include a new to you medicinal plant that could have been a part of module 6. Label each photo with the common name, Latin binomial, and include one property/use, PLUS the location the photo was taken. **Use free online images or past personal photos if it's wintertime (still include binomials, etc.)** **Due TBA**
- 4 Purpose: To learn about the importance of herbariums and how to make one. Create an herbarium sheet of one of the plants you learned about in module 6. Use the "Specimen card" from "Module 6 Links, etc." Submit three photos, one of you making your herbarium sheet, one of you holding up the finished product, and one that's close-up of it. I understand because of time constraints your pressed plant may not be completely

dry, but the whole plant should be neatly pressed. **This assignment is extra credit/optional (Points earned = quality of work up to 25).** Due TBA Contact me if you'd like to get other extra credit approved.

5 Purpose: To experience first-hand how vital herbariums are for cataloguing native plant specimens over time.

Visit an **herbarium** at a nearby university, botanical garden, or digital herbarium. Document your visit with video/pictures and written text. Tell about at least 3 medicinal plants from module 8 that you saw (this is the Appalachian Woodland group). Include a use/property/action of the plant as well as a paragraph giving an overview of where you visited and your observations/opinion of the site. **I encourage you to visit the WVU herbarium if possible! Contact Dr. Donna Ford-Werntz (dford2@wvu.edu) to schedule a session. She is available on Wednesday and Friday afternoons.** Due TBA

6 Purpose: To review and show understanding of responsible harvesting and drying of native medicinal plants to preserve for future use.

Using knowledge of gathering and drying guidelines from module 9, write an essay detailing harvest considerations and drying techniques. Draw distinctions between the harvest considerations of different types of plants (for example native Appalachian as opposed to kitchen garden herbs). Think through and share which drying techniques will work best in your current living situation and what materials/tools you have to accomplish drying/preservation or what you'd need to obtain to do so. 300-500 words/1 page/3-5 paragraphs Due TBA

7 Purpose: To learn which Appalachian medicinal plants are threatened, conduct a more in-depth inquiry about one specific at-risk plant, and practice writing a Materia Medica (using the provided template).

Consult the UpS At-Risk and To-Watch lists and download the **Materia Medica template found in "Module 6 Links, Etc."**, choose an Appalachian plant to research. Write a short 1 to 2 page Materia Medica about its botanical features, history, propagation/cultivation and medicinal uses. Make sure to include harvest recommendations/considerations. Some categories on the template will not be applicable to our purposes. Due TBA

8	<p>Purpose: To practice making common preparations and remedies in the Appalachian Folk Medicine tradition (following recipes/directions from module slides). Choose two of the six herbal preparations from modules 10-15 and make them. Use plants you learned about in modules 6-8. You can use fresh wild harvested OR dried plant material (left over from assignment 6 or purchased). Document your processes with photos/videos and show yourself or a friend/family member applying/consuming the herbal preparations. Video presentation should include voice description of what is going on and photos should be labeled with such. Include commentary about what worked and what d review of the quality/enjoyment/usefulness of your products.</p> <p>Due TBA</p>
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9	<p>Purpose: To practice making common herbal preparations and remedies utilized in the Appalachian Folk Medicine tradition.</p> <p>Using a plant and information from the First-Aid/Module 16 make a first-aid remedy preparation (using preparation directions from modules 10-15). Be sure to include an explanation of when and how you would use it (that shows your understanding of the plant's properties). Include video with narration or pictures with labeled written descriptions that document the process and the final product. Make sure you are in the video/a photo. This should be different than what you did for assignment #8 don't turn in the same exact material) DUE TBA</p>
10	<p>Purpose: To have a foraging experience from identification and gathering to cooking and eating of a common edible Appalachian plant(s).</p> <p>Employing guidelines, materials, and suggested resources from Module 17; gather the plant material for and make a recipe (from our module, a foraging cookbook or website) using wild, fresh foraged plants from your area. Document this experience with video/photos. Include voice/written commentary about harvesting considerations and process, where you found the recipe, ease of preparation, and your opinion about the taste of the final product. Make sure to include yourself in the video/photos.</p> <p>(or you live in a different bioregion), plants are up. Include the recipes (and cite them), tell where you expect to find the plant material, what considerations you will use during harvest, plus explain the benefits these plants may offer.</p> <p>Due TBA</p>

FRNS 150 Ecampus Discussion Board Overview

Discussion board 1	<p>Students should introduce themselves to the class. They could include: (Where you are from, occupation, a little family info, hobbies/other info about what makes you unique). PLUS. What interested you the most about this class, what if any is your experience with medicinal plants and what are you most interested in learning about the topic?</p> <p>Due TBA</p>
Discussion board 2	<p>Which tenet(s) of SFM do you agree with or disagree with or find most potent/thought provoking? Are any of these tenets part of your community/region/family?</p> <p>Due TBA</p>
Discussion board 3	<p>Tell what preparations you made. Share and discuss your successes/failures/helpful hints related to the preparation of both of your remedies/herbal preparations for assignment 8.</p> <p>What do you intend to use these remedies for? Due TBA</p>

COVID-19 Syllabus Statement

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19

pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines consistently set by the University. While in class, students will sit in assigned seats when applicable and wear the required PPE. Should a student forget to bring the required PPE, PPE will be available in the building for students to acquire. Students who fail to comply will be dismissed from the classroom for the class period and may be referred to the Office of Student Conduct for further sanctions.

If a student becomes sick or is required to quarantine during the semester, they should notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes.

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