Date: 2-17-17

ROSE STATE COLLEGE

Division Course Syllabus

<table>
<thead>
<tr>
<th>Division</th>
<th>Humanities</th>
<th>Course Prefix and Number</th>
<th>ENGL 2243</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>African American Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester and Year Submitted</td>
<td>Spring 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared by</td>
<td>English Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours Per Week:</td>
<td>Class 3 Lab 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Description (as it appears in Catalog)

An American literature survey exploring the works of African American writers who have been a force in shaping the American literary tradition. May be taken as credit for Humanities General Education Requirements. Prerequisites: ENGL 1213 or equivalent

Prerequisites

| ENGL 1213 or equivalent |

Text(s):

| Title | African American Literature (Penguin Academics) |
| Author | Keith Gilyard & Anissa Wardi |
| Publisher | Longman |
| Copyright Date | 2004 |
| ISBN # | 978-0321113412 |
| Reading Level | N/A |

Supplemental Materials: (Other books, audio visual aids, etc.)
Films, cassettes, tapes, records, other books, periodicals, posters, etc., in conjunction with: Formal lectures by invited special guests, discussions, participation in Black Heritage Week activities...especially contributing information about outstanding literary writers who are Black; field trips arranged to nearby universities and city places to meet and hear invited literary artists, etc.

Additional recommended texts: Black Literature in America by Houston Baker, copyright 1971 by McGraw Hill.

Rationale:
In a world in which a student is expected to be philosophical as well as practical, a division within a particular institution must provide courses that address themselves to both demands. From a practical point of view, this literature course meets the requirements for three types of students. For the prospective English major, at least one literary survey is required; for the student planning to major in a related field (history, for example), a literary survey is suggested as an elective; for other majors, either course may serve as partial fulfillment of the general education requirements for humanities.

For the prospective student of literature, this course would provide general background for more intensive and specialized literary study in later courses. For this student, this course should also present an overall view of the changing theories of literature, the development of literary movements, "schools" and types, and the thought and art of African American writers as the expression of a unique cultural heritage of the United States.

The non-major also will benefit from this course because it is a comprehensive study that acquaints the student with the range of African American literature through a study of those whose creative imaginations have been a force in shaping the African American literary tradition, culture, and history. This is not to suggest that only "major" writers who have made significant contributions to the literary history or the development of a particular genre will be covered.

Obviously, such a course also, and perhaps most importantly, aids the student to look realistically at himself in his search for self-awareness and to more fully understand the past and present in their relationship to the future.

Expected Outcomes (Course Objectives):
Upon completing the course, the student should, as evaluated by the instructor:

1. Recognize and discuss literary figures, their works, and their contributions to the field of African American literature.
2. Analyze the authors' major themes, purposes, and literary techniques.
3. Evaluate how social, religious, and economic factors influenced literature and describe how the authors reflected the values and attitudes of their times.
4. Analyze and debate the value of earlier African American literary works to contemporary life.
5. Demonstrate the ability to read literature with increased perception, enjoyment, and sophistication.
6. Engage in a critical reading of a variety of literary genres; recognize, understand, and explain various literary elements of texts.
7. Analyze and interpret texts based on both original ideas and literary theory.
8. Write well-organized, thesis driven literary argument papers and support ideas with explicit reasoning and textual evidence.
9. Conduct research, evaluate sources, and cite literary evidence using accurate MLA conventions
10. Demonstrate the ability to use complex language in a variety of contexts.
Methods of Instruction:

Methods of instruction may vary with individual instructors. Instructors are encouraged to explain their methods at the beginning of each course. The following methods of instruction may be used in order to accomplish the stated objectives:

1. lectures
2. audio-visual presentations
3. guest lecturers
4. individual research and library work
5. oral and/or written work
6. class discussion
7. individual conferences
8. journals or other written responses to literature
9. exams and quizzes
10. online learning management system component

Assessment (Including Critical Thinking Measurements):
Methods may vary with professor but could include the following:

1. Objective and essay exams
2. Oral presentations
3. Written reports and response writing
4. Research project
5. At least 20 pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, and discussion board postings, etc.)

Learning Objectives:

Unit 1 – Introductory Unit (Expected Outcomes 1, 2, 3, 4, 5, 6, and 7)
1. Identify course rationale, objectives and procedures for evaluation.
2. Discuss means and methods of literary analysis.
3. Define and explain critical literary terminology.
4. Identify the time frame covered by the course.

Unit 2 – 18th Century (Expected Outcomes 1, 2, 3, 4, 5, 6, and 7)
1. Analyze representative selections from the Period of the 18th Century, including slave narratives and poetry.
2. Identify and explain the social, religious, philosophical, and economic forces affecting the literature of the period.
3. Compare these forces with those of the prior era.

Unit 3 – Period of 1800 – 1865 (Expected Outcomes 1, 2, 3, 4, 5, 6, and 7)
1. Analyze representative selections from the Early 19th Century period including poetry, fiction, and essays.
2. Identify and explain the social, religious, philosophical, and economic forces affecting the literature of the Early 19th Century Period.
3. Compare these forces with those of the prior era.

Unit 4: 1865 – 1950 (Expected Outcomes 1, 2, 3, 4, 5, 6, and 7)
1. Analyze representative selections from 1865 – 1950, including poetry, fiction, and essays.
2. Identify and explain the social, religious, philosophical, and economic forces affecting the literature of the 1865 – 1950 Period.
3. Compare these forces with those of the prior era.

Unit 5: 1950 – Present (Expected Outcomes 1, 2, 3, 4, 5, 6, and 7)
1. Analyze representative selections from 1950 - Present, including poetry, fiction, and essays.
2. Identify and explain the social, religious, philosophical, and economic forces affecting the literature of 1950 – Present.
3. Compare these forces with those of the prior era.

Unit 6: Research Unit (Expected Outcomes 8, 9, and 10)
1. Evaluate sources for use in scholarly research.
2. Demonstrate the ability to write a research paper using accurate MLA conventions.
3. Compose a well-developed research paper using specific evidence from primary and secondary sources.