

COURSE SYLLABUS

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| Course Title: | African American Literature | Date submitted: | Spring 2015 (AAC: 15-35) | |
| Department: | Humanities | | | |
| Curriculum: | Literature | | | |
| Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system. | Course Code: (eg. ACC 101) | ENG*251 | Prerequisites: | |
| | Course Type: | L/D | | C- or better in Composition (ENG*101) |
| | A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio | | | |
| | Elective Type: | E/G/HU/LAS/LIT | | |
| | E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences LIT: Literature M: Math S: Science SS: Social Science | | | |
| | Credit Hours: | 3 | Corequisites: | |
| | Developmental: (yes/no) | No | | None |
| | Lecture: | 3 | | |
| | Clinical: | 0 | | |
| | Lab: | 0 | | |
| Studio: | 0 | | | |
| Other: | 0 | | | |
| TOTAL: | 3 | | | |
| Class Maximum: | 23 | Other Requirements: | | |
| Semesters Offered: | F/Sp | | None | |
| Ability Based Education (ABE) Statement: | At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability. | | | |
| Catalog Course Description: | This course considers a wide range of literature, encompassing not only the written word, but also the oral tradition, including the African origins of storytelling. Examining slave narratives, novels, short stories, plays, poetry, and lyrics, students explore aspects of the African American experience from its origin in folklore through contemporary African American cultural expressions such as rap. | | | |
| Topical Outline: List course content in outline format. | <ol style="list-style-type: none"> 1. The Vernacular Tradition: A Study of the Oral Roots of African American Literature 2. The Literature of Slavery and Freedom: 1746-1865 3. The Literature of the Reconstruction to the New Negro: 1865-1919 4. Harlem Renaissance: 1919-1940 5. Realism, Naturalism, Modernism: 1940-1960 6. The Black Arts Movement: 1960-1970 | | | |

7. Contemporary Voices

Upon successful completion of this course, the student will be able to do the following:
COURSE:

1. Literary Genre: the ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres
 - 1.1. Level 1: identifies major genres of African-American Literature
 - 1.2. Level 1: identifies and describes historical development of African-American Literature
 - 1.3. Level 2: identifies and describes historical and cultural influences on African-American Literature
2. Literary History: the ability to identify major periods and associated styles of literature and relate them to social history and how each affects the works created at that time
 - 2.1. Level 1: identifies significant characteristics of prominent authors and literary periods
 - 2.2. Level 1: describes the development of African-American Literature and recognizes that development as a product of historical forces
 - 2.3. Level 2: relates individual works to literary history
3. Literary Aesthetics: the ability to identify traditional and developing aesthetic terminology and standards and apply them to critical readings of subject works
 - 3.1. Level 1: identifies and defines aesthetic elements and their descriptive terminology
 - 3.2. Level 2: analyzes contribution of aesthetic elements to the overall effect of a work
 - 3.3. Level 2: articulates shifts in aesthetics within literary and cultural history
4. Critical Theory: the ability to identify critical approaches, recognize their use by others either in criticism or in the creation of literature, and to apply them to their own critical readings
 - 4.1. Level 1: is aware of a critical approach in any reading
 - 4.2. Level 1: identifies and defines major critical approaches (e.g. classical rhetoric, naturalism, psychological, feminist, Marxist, New Criticism)
5. Literary Analysis: the ability to synthesize the acts of analysis in the preceding abilities and communicating that analysis – primarily via the essay but can also be through oral presentations, performances, or other media
 - 5.1. Level 1: critically reflects on their reading of African-American Literature
 - 5.2. Level 1: evaluates the significance of specific literary passages using appropriate terminology

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

N/A

GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

- 2. Critical Analysis/ Logical Thinking** - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

- 11. Written Communication (embedded)** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.

Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the

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| | <p>rhetorical situation.</p> |
| <p>Evaluation: List how the above outcomes will be assessed.</p> | <p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. exams 2. short response papers 3. essays 4. oral presentations <p>Students will demonstrate they have met course and General Education abilities by producing, evaluating, and sharing critical readings and analyses of literary works in a variety of communication modes, presentations, exams, quizzes, but emphasizing the written essay.</p> |
| <p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p> | <p>Required: Current Library and technological resources are adequate for this course.</p> <p>Desired: None</p> |
| <p>Textbook(s)</p> | <p>Refer to current academic year printout.</p> |