

**LAST REVIEW: 2010-2011**

*(i.e. 2006-2007)*

**NEXT REVIEW: 2015-2016**

*(i.e. 2011-2012)*

**STATUS: A**

*(A, I, D)*

**COURSE TITLE: African American Literature**

**COMMON COURSE NUMBER: AML 2600**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **48**

Lab:

Clinic:

Other:

**PREREQUISITE(S): Eligibility for ENC 1101**

**COREQUISITE(S): None**

**PRE/COREQUISITE(S): None**

**COURSE DESCRIPTION** *(750 characters, maximum):*

Students will be introduced to works that represent diverse African American literature since 1746. Texts may be selected from major authors such as Angelou, Douglass, Hughes, Hurston, King, and Truth. Upon successful completion of the course, students will understand the significant concepts, contexts, movements, figures, and works of African American literature since 1746. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2A

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

## **UNIT TITLES**

- 1. Introduction to the Study of African American Literature**
- 2. African American Literature from 1746 to 1865**
- 3. African American Literature from 1865 to 1940**
- 4. African American Literature from 1940 to the present**
- 5. Writing about African American Literature**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	2.3; 2.4; 2.7; 3.3; 3.4; 4.3; 4.4
<b>2. Write clearly and coherently**</b>	5.1; 5.2; 5.3; 5.5
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Cultural: 1.0; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.5; 3.6; 4.1; 4.2; 4.5; 4.6
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.3; 2.3; 2.5; 2.6; 2.7; 3.3; 3.4; 3.5; 3.6; 3.7; 4.3; 4.4; 4.5; 4.6; 4.7
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	2.2; 2.5; 3.2; 3.5; 4.2; 4.5
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g) Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0; 2.0; 3.0; 4.0; 5.0
2. Short essays	1.3; 5.0
3. Research Papers	1.3; 5.0
4. Group projects	1.2; 1.3; 2.0; 3.0; 4.0
5. Discussions (In class and online)	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
6. Multiple Choice tests	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2
7. Presentations	1.2; 1.3; 1.4; 2.0; 3.0; 4.0;
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2
10. Take-home tests	1.2; 1.3; 1.4; 2.0; 3.0; 4.0
11. Summaries, critiques, and analyses	1.2; 1.3; 1.4; 2.0; 3.0; 4.0; 5.1; 5.2; 5.3
12. Reaction papers	1.3; 2.0; 3.0; 4.0; 5.1; 5.2; 5.3
13. Surveys	1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 3.1; 3.2; 4.1; 4.2;
14. Performance	
15. Short answer tests	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 4.1; 4.2; 4.3; 4.4; 4.6;
16. Classroom debates and colloquia	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
17. Blogs, wikis, web pages	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
18. Other (Please explain)	

## **UNITS**

### **Unit 1 Introduction to the Study of African American Literature**

#### **General Outcome:**

- 1.0 The students shall learn literary concepts and techniques and apply them to the study of movements and figures of African American literature since 1746 and the contexts from which they emerge.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 1.1 Apply literary concepts and techniques to the study of African American literature since 1746.**
- 1.2 Examine significant literary movements since 1746 (i.e., philosophical, intellectual, cultural, and aesthetic).**
- 1.3 Distinguish significant similarities and differences among literary movements pertaining to African American literature since 1746.**
- 1.4 Analyze and recognize key literary figures since 1746.**

Common Course Number: AML2600

## Unit 2 African American Literature from 1746 to 1865

### General Outcome:

- 2.0** The students shall read and discuss a diverse and representative sample of African American literature (i.e., poems, short stories, plays, or novels) published between 1746 and 1865 and interpret their impact on African American literature. Authors may represent the Colonial period and the Antebellum period (among others): Douglass, Equiano, Harper, Jacobs, Truth, Walker, Wheatley, or Wilson.

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1** Examine major works of African American literature between 1746 and 1865.
- 2.2** Distinguish a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period.
- 2.3** Analyze how works of African American literature written between 1746 and 1865 relate to the conventions of the time period.
- 2.4** Apply relevant literary concepts, techniques, and devices in interpreting representative samplings of African American literature from this period.
- 2.5** Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of African American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, oral traditions, and ethnicity, among others, in the shaping of individual and social identities.
- 2.6** Assess the relationship between literary works and their emergent, historic, or concurrent literary periods or movements.
- 2.7** Judge the relationship between works of African American literature and the literary figures involved in their creation, dissemination, or criticism.

Common Course Number: AML2600

### Unit 3 African American Literature from 1865 to 1940

#### General Outcome:

- 3.0** The students shall read and discuss a diverse and representative sample of African American literature (i.e., poems, short stories, plays, or novels) published between 1865 and 1940 and interpret their impact on African American literature. Authors may represent the Reconstruction period and the Harlem Renaissance and may include (among others): Chesnut, Cullen, du Bois, Dunbar, Hurston, Hughes, Johnson, Larsen, Locke, McKay, Paul, Washington, or West.

#### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1** Examine major works of African American literature between 1865 and 1940.
- 3.2** Distinguish a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements.
- 3.3** Analyze how works of American literature written between 1865 and 1940 relate to the conventions of literary movements or periods.
- 3.4** Apply relevant literary concepts, techniques, and devices in interpreting representative samplings of African American literature from this period or literary movements.
- 3.5** Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of African American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation, and economic class, among others, in the shaping of individual and social identities.
- 3.6** Assess the relationship between literary works and their emergent, historic, or concurrent literary movements or periods.
- 3.7** Judge the relationship between works of African American literature and the literary figures involved in their creation, dissemination, or criticism.

Common Course Number: AML2600

**Unit 4 African American Literature since 1940**

**General Outcome:**

- 4.0 The students shall read and discuss a diverse and representative sample of American literature (i.e., poems, short stories, plays, or novels) published since 1940 and interpret their impact on African American literature. Authors may represent the Protest Movement, Black Aesthetics Movement, or Neorealism and may include (among others) Angelou, Baldwin, Baraka, Ellison, Gaines, Garvey, Hansberry, King, Malcolm X, Morrison, Walker, or Wright.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1 Examine major works of African American literature published since 1940.**
- 4.2 Distinguish a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements.**
- 4.3 Analyze how works of African American literature written since 1940 relate to the conventions of literary movements or periods.**
- 4.4 Apply relevant literary concepts, techniques, and devices in interpreting representative samplings of African American literature from this period.**
- 4.5 Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of African American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation, and economic class, among others, in the shaping of individual and social identities.**
- 4.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements or periods.**
- 4.7 Judge the relationship between works of African American literature and the literary figures involved in their creation, dissemination, or criticism.**

Common Course Number: AML2600

**Unit 5 Writing about African American Literature**

**General Outcome:**

- 5.0 The students shall be able to write a structured paper that incorporates research and engages in an analysis of the literary movement, author, or text(s) within African American literature since 1746.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1 Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text(s), author, or movement.**
- 5.2 Create a properly structured essay that supports the student's original thesis statement.**
- 5.3 Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation.**
- 5.4 Identify and locate appropriate research sources for legitimate academic use.**
- 5.5 Incorporate primary and secondary research sources appropriately.**
- 5.6 Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Format.**