

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

AFRICAN-AMERICAN LITERATURE
ENGL 2331

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2010

Catalog Course Description:

This course introduces students to literature written by major African-American writers. It examines the vernacular (voice), the conventional literary devices, and the diverse writing strategies. It also covers universal themes found in the literature of the following periods: 1865-1919 (Narratives of Slavery and Literature of the Reconstruction to the New Renaissance) and 1919-1940 (the Harlem Renaissance). The course examines the writing of African-Americans found in the following genres: essays, short stories, drama, and the novel. The course seeks to improve the students' abilities to read critically, to write analytically and to substantially increase their knowledge of African-American literary traditions and writers.

Entry Level Standards:

The student should be able to plan and write analytical essays, have basic research skills, and write papers about literature. Students must demonstrate proficiency in standard English grammar, spelling, mechanics and source documentation. In addition, students should be familiar with basic literary terminology and genres.

Prerequisite:

ENGL 1020

Textbook(s) and Other Course Materials:

Gates, Henry Louis Jr., and Nellie Y. McKay, eds. *The Norton Anthology of African American Literature*. New York: W.W. Norton & Company, 1997.

Hughes, Langston, ed. *The Best Short Stories by Black Writers: The Classic Anthology from 1899 to 1967*. New York: Little Brown and Company (Canada) Limited, 1967.

Toure'. *Soul City*. New York: Little Brown and Company, 2004.

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Introduction; Zora Neale Hurston's essay "Characteristics of Negro Expression": Will to Adorn, Use of Metaphor and Simile, The Double Descriptive, Verbal Nouns, and Nouns from Verbs
2	The Vernacular Tradition; The History and Defining the Vernacular: Spirituals, Gospel, The Blues
3	Secular Rhymes and Songs and Music: Jazz, Ballad, Work Songs, Rap

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| 4 | The Literature of Slavery and Freedom: 1746-1865; The Earliest Known Works |
| 5 | Lucy Terry's poem "Bars Fight"; Phillis Wheatley |
| 6 | Literature of the Reconstruction to the New Negro Renaissance: 1865-1919 |
| 7 | Harlem Renaissance Arthur A. Schomburg's autobiography/essay |
| 8 | Langston Hughes and other writers (open selections) |
| 9 | Realism, Naturalism, Modernism Period: 1940 - 1960 |
| 10 | Short Stories |
| 11 | Drama: Lorraine Hanberry's play <i>A Raisin in the Sun</i> |
| 12 | <i>A Raisin in the Sun</i> |
| 13 | Novel: <i>Soul City</i> |
| 14 | <i>Soul City</i> |
| 15 | Final Exam |

II. Course Goals*:

The course will:

- A. Guide students to an understanding of the distinctive interpretations of experience offered by African American writers of the slavery and freedom, reconstruction, Harlem Renaissance, and realism-naturalism- modernism periods. II.1, II.2, II.3, II.4, II 5
- B. Develop students' understanding of African-American literature as a form of creative expression responding to both cultural and universal human concerns. II.1, II.2, II.3, II.4, II.5
- C. Expand students' knowledge of the techniques of imaginative literature and the critical approaches that clarify its nature and meaning. II.1, II.4, II.6
- D. Foster students' ability to write effective and thoughtful responses to the literature, demonstrating understanding, critical analysis, and appreciation of the works studied. I.3, I.5, I.6, II.6.

*Roman numerals after course objectives reference TBR's general education goals.

III. Expected Student Learning Outcomes*:

The student will be able to:

1. Identify universal themes, and trace the vernacular elements found in African American writings of each period studied. A, B
2. Illustrate these themes and vernacular elements by references to works read. B
3. Define and discuss primary genres of the slavery and freedom writers, such as spirituals, poetry, and essays. C

4. Identify and explain major tenets of reconstruction writers, such as Grimke, Johnson, and Dunbar. A, B, C
5. Discuss and illustrate differences in techniques and styles found in all periods from the Slavery/Freedom through the contemporary writer. A, B, C
6. Discuss major characteristics of the renaissance writings, such as the blues, jazz, poetry, and essays. A, B, C
7. Discuss the diverse psychological techniques by writers of each period studied. C
8. Demonstrate an understanding of the relationship between life and literature by relating biographical information about major writers of each period studied. A, B
9. Write responses and analytical papers on appropriate topics relating to the works studied. D
10. Write insightful, appropriately developed, and mechanically correct answers to essay questions concerning the works studied. D
11. Demonstrate an understanding of the literature and its background by presenting a writing or conducting an oral discussion of a particular author's style or of a particular genre to the class. A, C, D

*Letters after performance expectations reference the course objectives listed above.

IV. Evaluation:

A. Testing Procedures:

30% of the final grade will be based on class discussion and journal entry assignments. These journal entries and class discussion assignments will cover the genres outlined in the "Catalog Course Description." 70% of the final grade will be an essay based on the modern novel (25%) and an essay based on a play (35%).

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings.

E. Grading Scale:

A	930-1000
B+	920-929
B	840-919
C+	830-839
C	750-829
D	660-749
F	0-659

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Misconduct:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for Disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.