Course Number & Name: ENG 232 African and Caribbean Literature

Credit Hours: 3.0  
Contact Hours: 3.0  
Lecture: 3.0  
Lab: N/A  
Other: N/A

Prerequisites: Grade of “C” or better in ENG 102

Co-requisites: None

Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Catalogue Description: This course examines the literary traditions of sub-Saharan Africa and the Caribbean through an intensive study of selected works. Negritude is explored in its own right but also in its relationship with the literature of Europe and the Harlem Renaissance. Particular emphasis is placed on the socio-cultural and political forces that shaped this literature as well as the mode of presentation.

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.

2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.

4. Technological Competency/Information Literacy: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

6. Humanistic Perspective: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

8. Global and Cultural Awareness of Diversity: Students will understand the importance of global perspective and culturally diverse peoples.

9. Ethics: Students will understand ethical issues and situations.
Course Goals: Upon successful completion of this course, students should be able to do the following:

1. discuss the universality and the diversity of literary thought; (GEG 6)
2. apply critical and analytical approaches to the study of African and Caribbean literature to compose critical and analytical essays about such literary works and, specifically, about literary elements; (GEG 1)
3. write a fully documented, multiple source, literary research paper with citations; (GEG 1, GEG 4, GEG 6, and GEG 9)
4. use efficiently the library as a research facility and the internet as a research tool; (GEG 4) and
5. define and use appropriately literary terms and concepts. (GEG 6)

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to:

1. Discuss the universality and the diversity of literary thought:
   1.1 identify and describe specific themes that indicate the universality and the diversity of literary thought; and
   1.2 explain these universal and diverse themes as they apply to and are reflected in the specific literary work.

2. Apply critical and analytical approaches to the study of African and Caribbean literature to compose critical and analytical essays about such literary works:
   2.1 write an argumentative essay based on understanding of specific literary works studied;
   2.2 use appropriate citations from the source work to support the development of the thesis idea in the critical essay;
   2.3 write in one’s own voice, while properly incorporating primary and secondary material, in the essay; and
   2.4 use standard MLA format to document sources.

3. Write a fully documented, multiple source literary research paper with citations about African or Caribbean literature:
   3.1 find reliable published sources from books, periodicals and the internet sources to help support and develop arguments;
   3.2 incorporate ideas from critical sources into literary papers as supportive evidence in arguing a thesis; and
   3.3 use standard MLA format to document sources.

4. Use efficiently the library as a research facility and the internet as a research tool:
   4.1 use the library and the internet to find relevant, scholarly secondary source material in support of the thesis in the critical literary research essay; and
   4.2 evaluate both written and electronic research sources.
Measurable Course Performance Objectives (MPOs) (continued):

5. Define and use appropriately literary terms and concepts:
   5.1 define basic terms and concepts used in literary discussion;
   5.2 recognize how these terms and concepts apply to and are used in each literary work studied; and
   5.3 use these terms and concepts as the basis for literary analysis

Methods of Instruction: Instruction will consist of lectures, discussion, films, videos, presentations, library activities, and the development of a documented essay project.

Outcomes Assessment: Checklist rubrics will be used to evaluate student critical and analytical essays, research papers, and oral presentations for the presence of measurable objectives. Checklist rubrics will be used to evaluate information literacy (library and research) skills. Data will be collected and analyzed and used for pedagogical and/or curricular improvement.

Course Requirements: All students are required to:

1. Read critically all assigned works including at least five literary masterpieces and shorter works, such as poetry, as assigned by the instructor.
2. Write 4 or more critical and analytical essays about several literary works as assigned.
3. Write several assigned compositions, one of which must be an explication of Negritude poetry.
4. Write one documented paper using the MLA parenthetical form of citation and demonstrating the ability to use a range of print, electronic and other media.

Methods of Evaluation: Final course grades will be computed as follows:

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<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td>• Oral Presentation</td>
<td>20%</td>
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<tr>
<td>10-minute oral presentations will show evidence that the student has met course objectives by orally presenting researched material on assigned topics related to the readings.</td>
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<tr>
<td>• 4 or more Critical and Analytical Essays (to be assigned by instructor)</td>
<td>60%</td>
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<td>Essays will show evidence of the extent to which students meet course objectives.</td>
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<tr>
<td>• Documented Research Paper (to be assigned by instructor)</td>
<td>20%</td>
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<tr>
<td>The documented research paper will show evidence of the extent to which students meet course objectives.</td>
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Note: The instructor will provide specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the semester. Also, the grade of “D” is not given in ENG 232.
**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- Fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**NOTE:** Below is a list of the four major categories minimally considered in this course with suggested individual works and authors. The list is not to be regarded as all-inclusive, but typical of the kinds of works and authors regarded as masterpieces or major writers within each category. Specific works are selected by the instructor.

<table>
<thead>
<tr>
<th>Category</th>
<th>Topics</th>
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| 1        | Background to African and Caribbean literature  
           The myth of Africa and the Caribbean  
           The myth of the civilizing mission  
           Theories and the practice of colonialism |
| 2        | Response to colonialism  
           Negritude poetry and Black personality: Africa and the Caribbean |
| 3        | Culture conflict and African literature  
           Wole Soyinka, *The Lion and the Jewel* |
| 4        | Emigration and Caribbean literature  
           V S Naipaul, *Miguel Street*  
           *Caribbean New Wave*. Selected by Stewart Brown |