Course Number & Name: ENG 238 Major African American Writers

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: Spring 2011

Course Description: This course will explore the development of literary trends and values as well as prevailing social conditions as they are represented by African American writers from early to modern literature.

General Education Goals: ENG 238 is affirmed in the following General Education Foundation Categories: Humanistic Perspective and Global and Cultural Awareness of Diversity. The corresponding General Education Goals are respectively as follows: 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; and Students will understand the importance of global perspective and culturally diverse peoples.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. apply critical and analytical approaches the study of African American literature; and

2. write critical and analytical essays about literary works using critical literary research.

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

1. Apply critical and analytical approaches the study of African American literature:

   1.1 define basic terms and concepts used in literary discussion;

   1.2 recognize and discuss how these literary terms and concepts function in each literary piece; and

   1.3 recognize and describe individual writers and their works from various periods that help explain universal and diverse themes in the literature
Measurable Course Performance Objectives (MPOs) (continued):

2. Write critical and analytical essays about literary works using critical literary research:
   2.1 write critical and analytical essays on each author studied;
   2.2 consider the implications of literary criticism of African American texts;
   2.3 use appropriate citations from the source to support the development of the thesis idea following Modern Language Association (MLA) style format in the critical and analytical essay;
   2.4 use the library, Internet, and other sources to find relevant, scholarly source material in support of the thesis in all critical and analytical essays; and
   2.5 write in one’s own voice in the essay while properly incorporating primary and secondary material

Methods of Instruction: Instruction will consist of lectures, discussions, presentations, and the development of critical and analytical essays using critical literary research.

Outcomes Assessment: Checklist rubrics will be used to evaluate critical and analytical essays for MLA documentation and research techniques and for the various elements of African American literary thought for the presence of course objectives. Rubrics will be used to evaluate recognition of literary terms and concepts specific to African American literature in sampled writing assignments. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:

1. Complete the reading and analysis of selected texts.
2. Write five multi-page critical and analytical essays using literary research documented in MLA style format.
3. Give a critical research presentation.
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>• 5 or more Multi-page Critical and Analytical Essays</td>
<td>80%</td>
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<td>(to be assigned by instructor)</td>
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<tr>
<td>Essays will provide evidence of the extent to which</td>
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<td>students meet course objectives including, but not limited</td>
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<td>to, recognizing how literary terms and concepts function</td>
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<td>in African American works studied, using appropriate</td>
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<td>citations in MLA style to support the development of the</td>
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<td>thesis, and including scholarly sources from the library,</td>
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<td>Internet, and other resources while maintaining one’s</td>
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<td>own voice throughout. In addition, the student will</td>
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<td>consider the implications of literary criticism of African</td>
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<td>American texts.</td>
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<td>• 1 Critical Research Presentation (to be assigned by</td>
<td>20%</td>
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<td>instructor)</td>
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<tr>
<td>The critical research presentation will provide evidence</td>
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<td>of the extent to which students meet course objectives</td>
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<td>including, but not limited to, researching a work</td>
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<td>relevant to the course using MLA style format and</td>
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<td>defining basic terms and concepts used in literary</td>
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<td>discussion that recognizes a writer from a specific</td>
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<td>period that helps explain universal and divers themes in</td>
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<td>African American literature.</td>
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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 for 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.
Course Content Outline: based on the following literary periods and representative authors/texts (required for adjunct instructors/optional for full-time faculty):

Literature of Slavery and Freedom:


Reconstruction and Harlem Renaissance:


Realism, Naturalism, Modernism:

- Ann Petry. *The Street*
Realism, Naturalism, Modernism (continued):

Gwendolyn Brooks
James Baldwin. *Giovanni’s Room*
Ralph Ellison. *Invisible Man*
Lorraine Hansberry. *A Raisin in the Sun.*

The Black Arts Era:

Audre Lorde. *Zami*
Amiri Baraka
Sonia Sanchez
Toni Cade Bambara

Literature since 1975:

Maya Angelou. *I Know why the Caged Bird Sings*
Toni Morrison
Alice Walker. *The Color Purple*
August Wilson. *Fences*
David Bradley. *The Chaneysville Incident*
Essex Hemphill

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<thead>
<tr>
<th>Week</th>
<th>Content/Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction/Class Syllabus &amp; Schedule Review</td>
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<tr>
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<td>Literature of Slavery and Freedom – The Slave Narrative: Frederick Douglass</td>
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<td>2</td>
<td>Lecture/Discussion on The Antebellum Era – Frederick Douglass’s Narrative Voice</td>
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<td>Group Discussions/Response Writing Activity</td>
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<tr>
<td>3</td>
<td>Lecture/Discussion on The Heroic Slave – Frederick Douglass</td>
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<td></td>
<td>Literary Research Techniques</td>
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<tr>
<td>4</td>
<td><strong>First Critical and Analytical Essay Due</strong></td>
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<td></td>
<td>Lecture/Discussion on Women in Slavery – Harriet Jacobs’s <em>Incidents</em></td>
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<td>Week</td>
<td>Content/Topics</td>
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| 5    | Student Presentations Begin  
Lecture on Literary Research and the Slave Narrative  
Group Discussions/Response Writing Activity  
Harriet Jacobs’s Narrative Strategies |
| 6    | Lecture on The Slave Mother  
Group Discussions on Gender, Race, and Class in *Incidents*  
Student Presentations (continued) |
| 7    | **Second Critical and Analytical Essay Due**  
Student Presentations (continued)  
Lecture on Realism, Naturalism, Modernism – Richard Wright’s *Native Son* |
| 8    | Lecture/Discussion on Richard Wright, What is Realism?  
Response Writing Activity  
Literary Research Assignment  
Student Presentations (continued) |
| 9    | Lecture on Media Images of African Americans in *Native Son*  
Group Discussions on the Negation of Black Male Power  
Student Presentations (continued)  
Literary Research Exercise |
| 10   | **Third Critical and Analytical Essay Due**  
Lecture on Feminism in Ann Petry’s *The Street*  
Group Discussion on Gender, Race, and Class  
Student Presentations (continued) |
| 11   | Lecture/Discussion on Ann Petry  
Response Writing – Compare and Contrast Wright and Petry  
Group Discussion on Single Motherhood in 1940s Harlem  
Student Presentations (continued) |
| 12   | Lecture on Black Realism in *The Street*  
Literary Research Assignment  
Group Discussions on Modernism in Petry  
Student Presentations (continued) |
| 13   | **Fourth Critical and Analytical Essay Due**  
Lecture on Literature since 1975 & African American Poets – Maya Angelou, Alice Walker, Essex Hemphill  
Student Presentations (continued) |
| 14   | Lecture/Discussion on The Community of Black Women Writing and Literary Research Methods  
Group Discussion on New Trends in African American Writing |
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<th>Week</th>
<th>Content/Topics</th>
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<tr>
<td>15</td>
<td><strong>Fifth Critical and Analytical Essay Due</strong>&lt;br&gt;Final Literary Discussions&lt;br&gt;Final Student Presentations</td>
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