I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

ENGL 171 Introduction to African-American Literature 3 Units

Formerly listed as: ENGL - 171: Introduction to African-American Literature
Prerequisite: Satisfactory completion of ENGL 50
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

An introduction to the contributions of African-Americans in American literature from the slave era to the present. The emphasis will be on a chronological study of major works in the following genres: slave narratives, folk tales, poetry, short story, novel, and drama. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - C2
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Elements of literature as reflected in the works of African American writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc.

   b. Historical survey of African American writing including

      i. African and early American folk tales of the oral tradition

      ii. Oral and written slave narratives

      iii. Early biography and autobiography

      iv. Writers of the Harlem Renaissance

      v. Black Arts movement

      vi. Contemporary literature

   c. Social, historical, biographical, or philosophical background as needed for full discussion of specific works

   d. Close reading and analysis of assigned works by African American writers: folk tales, slave narratives, biography and autobiography, prose, poetry, and contemporary literature

   e. Review of principles of academic expository writing as needed:

      i. unity

      ii. organization
iii. coherence

iv. sufficiency of development

v. logic of argument

vi. appropriate use of specific reference and quotation as evidence in writing about and analyzing text

vii. integration of references to literary text, to secondary sources, and to historical, cultural, philosophical, or literary context in the development of ideas about works of literature

f. Review of methods of library research as needed

i. sources appropriate to the study of literature

ii. legitimate use of secondary sources

iii. conventions of citing references and quoting from literary works

g. Emphasis on multiculturalism in American literature and culture

2. **Recommended Content:**

a. Elements of song lyrics: Negro spirituals, jazz, blues, gospel, and rap

b. Historical survey of African American preachers


d. Films or filmscripts by African American filmmakers: Melvin van Peebles, Spike Lee, Robert Townsend, and John Singleton

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to Satisfactorily complete ENGL 101.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Comment on and analyze reading selections in directed class discussions.

   b. Write compositions as assigned, employing sound rhetorical and organizational skills.

   c. Write clear introductions, theses, body paragraphs, and conclusions in essays
d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture or instructor demonstration/presentation

2. Reading as assigned

3. Directed class discussion (analyses of reading selections, examples of student writing, ideas and approaches for future writing assignments, etc.)

4. Quizzes and examinations (including essay examinations)

5. Practice in creative writing to gain understanding of a literary form

6. Individual conferences with the instructor

7. Conference with tutors or aides in the English Writing Center

8. Audio-visual presentations and field trips

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Students will typically be assigned:

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;

   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;

   3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   1. Argue for or against the inclusion of Lucy Terry's poem "Bars Fight" in the anthology. Consider the
poem's merit, its susceptibility to a variety of critical approaches, and its importance in African American literary history. Regardless of which position you take (pro-inclusion or anti-inclusion), acknowledge the other side of the argument.

2. Imagine you are a scholar who has discovered a lost manuscript written by a deceased African American writer. The completed assignment requires three parts: 1) Write a plausible scenario explaining how you found the ms.; 2) Write a defense of your find, offering internal evidence (characteristic style and themes, e.g.) that the piece is authentic; and 3) Write the actual ms.–a scene from a play of your writer is August Wilson, for example, a set of poems if your writer is Claude McKay, a piece of fiction or a sociological treatise if your writer is Zora Neale Hurston.

The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:

3. Contrast Paul Louis Dunbar's dialect poetry to that which he wrote in standard English. Which do you find more powerful?

F. TEXTS AND OTHER READINGS (TYPICAL)


3. Other: Novels: Their Eyes Were Watching God, Autobiography of an Ex-Colored Man, Sula, Waiting to Exhale, Quicksand, Passing, Invisible Man, Middle Passage, The Autobiography of Miss Jane Pittman, Native Son

4. Other: Some very good anthologies have not gone into second editions. The field is not like computers, for example, in which a 2007 textbook may already be out of date. So I am including this book and could justifiably include the Prentice Hall(1999)as well.

III. DESIRED LEARNING

A. **COURSE GOAL**
   As a result of satisfactory completion of this course, the student should be prepared to:

   Identify major literary genres and elements; recognize those genres and elements which are universal and those which are unique to African-American literature; articulate orally and in writing the historical, cultural, and literary context of African-American literature.

B. **STUDENT LEARNING GOALS**
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:

   a. Demonstrate the ability to identify and define literary techniques relevant to the study of African American literature.

   b. Demonstrate the ability to identify and define genres, periods, and themes relevant to African American literature.

   c. Demonstrate the ability to analyze and explain the literary, historical and cultural significance of important works of African American literature.

   d. Demonstrate the ability to identify the thesis of non-fiction works and the theme of fiction works.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written responses, journal entries, or short analysis essays
2. Quizzes
3. Oral presentations
4. Class discussions

B. SUMMATIVE ASSESSMENT

1. Major literary analysis essay
2. Final examination