

ARIZONA WESTERN COLLEGE
SYLLABUS

ENG 260 AFRICAN AMERICAN LITERATURE/GE

Credit Hours: 3 Lec 3

General Education Course: WI (Writing Intensive)

H (Historical Awareness)

C (Cultural Awareness)

PREREQUISITE: ENG 101 or 107

THIS COURSE IS DESIGNATED AS WRITING INTENSIVE: Arizona Western College believes writing provides students a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) courses at Arizona Western College integrate writing assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION

African American Literature will explore the linguistic and cultural roots and traditions of literary writing by African Americans in three centuries of American history focusing on select readings in poetry, drama, and fictional prose. The overall goal of the course is to introduce students to the history of the different genres, contexts, and content of literary production by African American writers from the 1700s to the late 20th century. Essential to the course is writing that represents African Americans' varied cultural, sexual, economic, ethnic, racial, and gendered experiences to inform the identities of these African American writers and their writing.

1. COURSE GOAL

This course is designed to help students develop an appreciation for diverse styles and forms used by African American writers in various genres, their contributions to literature as a whole, and the critical approaches employed in reading and responding to African Americans in literature.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 identify the aesthetic and substantive contributions of African American writers to the field of literature and non-fiction.
- 2.2 interpret and analyze themes, imagery, and characterizations found in African Americans' literature and non-fiction.
- 2.3 compare and contrast different works written by African Americans exploring particular themes, imagery, and characterizations within and among those works.
- 2.4 research, evaluate, and synthesize literary criticism, biographical, and historical information written about the texts and writers considered.
- 2.5 identify the social and historical forces that have affected African Americans' lives and their writing during various eras explored.
- 2.6 analyze how African American writers employ the elements of fiction and non-fiction in order to explore, expose, and critique the social issues that revolve around gender, race, class, and spiritual orientation.

3. AWC GENERAL EDUCATION (GE) OUTCOMES

3.1 Communication:

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces

- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

3.2 Civic Discourse:

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Identify and explicate successful models of civic discourse at the local, national, and global levels
- Develop strategies beyond the classroom to address local, national, and global issues

3.3 Cultural Awareness:

- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.

3.4 Historical Awareness:

- Have history as a major focus.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events

3.5 Writing Intensive:

- Demonstrate proficiency in written discourse through the composition of at least 3000 words, or about 12 pages, of writing embedded into the requirements of the GE course through multiple written assignments
- Writing demonstrates critical inquiry which includes the gathering, interpretation, and evaluation of evidence
- Engage in a recursive writing process, developing flexible strategies for generating ideas, revising, editing, and proofreading, using instructor and peer feedback on written discourse to guide improvement through revision. At least 33% of the student's grade in the course is based on revised written discourse
- Develop written discourse in the form appropriate to discipline, which includes overall organization, analysis, grammar, mechanics, punctuation, and style
- Develop strategies for composing in class and out of class compositions
- Demonstrate through written discourse a sequence of increasing complexity/skill in knowledge of content as well as discipline specific discourse form

4. METHODS OF INSTRUCTION

- 4.1 Lecture
- 4.2 Discussion
- 4.3 Instructional technology

5. LEARNING ACTIVITIES

- 5.1 Assigned reading
- 5.2 In-class and out-of-class writing
- 5.3 Discussions

- 5.4 Presentations
- 5.5 Group work

5. EVALUATION

- 5.1 Writing (i.e., essays, research papers, digital projects, exams)
- 5.2 Class discussion and presentations
- 5.3 At least 33% of the student's grade in the course will be based on written discourse consisting of minimum of 3000 words or about 12 pages or revised writing.

6. STUDENT RESPONSIBILITIES

- 6.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 6.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 6.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 6.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor's signature—will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.
- 6.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 6.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid. For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
 - Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course