

CHATTANOOGA STATE COMMUNITY COLLEGE
Humanities Division

African American Literature, ENGL 2140: Course Syllabus

Instructor: Deborah J. Rudd

Class Hours/Credit Hours: 3

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Room: TBA

Catalog Course Description: Literature by African-American writers from the Colonial Period to the Modern Era; readings include written versions of traditional oral forms.

Prerequisites: ENGL 1020

Textbooks

Gates, Henry Louis, Jr. and Nellie Y. McKay, eds. *The Norton Anthology of African American Literature*, 2nd ed. NY: W.W. Norton & Co., Inc., 2004.

Bailey, Cornelia Walker with Christena Bledsoe. *God, Dr. Buzzard, and the Bolito Man*. NY: Anchor Books, 2000.

College Handbook (Strongly Recommended):

Kirszner, Laurie G. and Stephen R. Mandell. *The Brief Wadsworth Handbook, 6th ed.*, Boston: Wadsworth, 2009.

I. Course Student Learning Outcomes

Tennessee Board of Regents Program Student Learning Outcome #3

General Education Outcomes for Humanities and/or Fine Arts Goal:

The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

- CSLO1. Analyze essays, poetry, and stories in the Gates textbook as forms of cultural and creative expression.
- CSLO2. Explain and trace the ways in which humanistic expression in African American oral tradition and various works throughout the 17th – 21st centuries portrays the culture and values of time and place.
- CSLO3. Explore and trace the global/cultural diversity between Africans and southern slaves as well as contemporary culture in the Bailey novel.
- CSLO4. Frame a comparative context through which they can critically assess the ideas, essays, and poetry of African American writers.
- CSLO5. Recognize the ways in which both change and continuity have affected human

history in the primary textbook and Bailey novel.
CSLO6. Practice the critical and analytical methodologies of the Humanities.

II. Student Indicators

To do well in this course, students should be prepared to read, analyze, and interpret the assigned literary works, retain specific knowledge about the works and their authors, and express ideas about the works in standardized writings and tests.

Upon successful completion of the course a student should be able to do the following:

- SI1. Discuss knowledgeably about a variety of time periods and literary works through quizzes.
- SI2. Exhibit a knowledge of biographical information, opinions, and facts for authors, historical periods, and culture from 1600 to the present and portrays the culture and values of time and place.
- SI3. Identify themes and motifs through African American literature from the vernacular to modernism in written discussion responses.
- SI4. Write accurate, factual responses in tests and papers, expressing valid ideas and critical thinking about the assigned works.
- SI5. Describe the ways that change from one nation to another has affected African Americans in the primary textbook and in the Bailey novel in research projects/assignments.

III. Required Assessments: Assessment Names and Descriptions

1. A variety of readings from the primary textbook and novel: Students will be assigned reading materials from the Gates textbook and Bailey novel and be able to answer questions on tests and/or papers related to their comprehension of the core content of the course. Students will also be graded on their critical thinking skills as well as their ability to articulate in writing a valid, credible discussion in the cultural/historical events that defined the era (CSLO1, CSLO2, CSLO3, CSLO4, CSLO5).
2. Written Discussion responses: Students will submit individual responses to specific topics assigned on the course's website and then respond to classmates' responses. Students will be evaluated on their compelling arguments and credible, supportive examples, while demonstrating standardized, clear, and coherent writing (CSLO1, CSLO2, CSLO3, CSL04, CSLO5).
3. Quizzes on specific readings from the primary textbook and the novel: Students will be prepared to take quizzes on specific authors, topics, and historical events weekly, displaying their knowledge and substantive, valid answers (CSLO1, CSLO4).
4. Power Point Research Project on specific authors and topics: Students will present a Power Point Research Project to be shared with the class on their specific author and topic assigned by the instructor. Students will present several key components in order to develop a critical analysis of the author and topic, including: (1) brief biographical information; (2) summary of one of the author's works; (3) critical interpretations from at least three authors about the author; (4) reactions to these critical interpretations; (5) ten

annotated bibliographies; and correct MLA (Modern Language Association) documentation throughout the project; (6) creative, structured format (CSLO1, CSLO2, CSLO3, CSLO4, CSLO6).

5. **Midterm and Final Exams:** Students will take two major exams that will test their knowledge on authors, topics, historical facts related to authors, and the literary development of African American literature (CSLO1, CSLO2, CSLO3, CSLO4, CSLO5, CSLO6).

CSLO:	CSLO1	CSLO2	CSLO3	CSLO4	CSLO5	CSLO6
Assessments:	Readings from the text and novel; quizzes from Assignments 1, 2, 3, 5	Readings; Assignments 1, 2, 4, 5	Readings; Assignment 1, 4	Readings; Assignments 1, 2, 3, 4, 5	Readings; Assignments 1, 2, 3, 4, 5, 6 Midterm and Final Exams	Readings; Sources and Research Project; Assignments 1, 2, 3, 4, 6

IV. Topics included in the course are:

1. The Vernacular Tradition (1600-1750s, textbook and Bailey novel)
2. Literature of Slavery and Freedom (text 1746-1865)
3. Literature of the Reconstruction to the New Negro Renaissance (text, 1865-1919)
4. Harlem Renaissance (text, 1919-1940)
5. Realism Naturalism, Modernism (1940-1960, including text and Bailey novel)
6. The Black Arts Era (1960-1975, text)
7. Modernism (1975-present, text)

V. Instructional Activities:

- A. Tests/Papers/Midterm (CSLO1, 2, 3, 4, 5) 30%
- B. Discussions (CSLO1, 2, 3, 4) 10%
- C. Quizzes (CSLO1, 4) 30%
- D. Research Project (CSLO1, 2, 3, 4, 5) 20%
- E. Final Exam (CSLO1, 2, 3, 4, 5) 10%

VI. Chattanooga State Grading Scale

90-100% = A, 80-89% = B, 70-79% = C, 65-69% = D, 64% and below = F

VII. Course Delivery Format

This course is taught in the traditional format, meeting full time in a physical classroom; however, students will use an online format in order to access and submit course materials,

discussions, quizzes, exams, and other materials. Weekly online activity will be required.

VIII. College Policies

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

Email Communication

Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url:

http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf.

For all other communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page:

<https://tigerweb.chattanoogastate.edu/cp/home/displaylogin>.

The instructor reserves the right to modify this syllabus in writing during the course of the semester.

ADA Statement

Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

Disruptive Students

The term classroom disruption means—student behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will undertake prompt consultation with the Division Dean and the College Judicial Officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police

summoned. Also, if you are concerned about the conduct of another student please see your teacher, department head, or division dean.

Affirmative Action

Students who have any complaints or feel they have not received equal access to educational programming should contact the Affirmative Action Officer at the College.

Academic Integrity/Academic Honesty/PLAGIARISM:

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

ATTENDANCE:

You are responsible for all work covered in class during your absences. Regular class attendance is required. You will incur penalties after 4 absences (10% per day deducted from your overall grade). Late arrivals and early departures are not acceptable except with a 24 hour written e-mail to your instructor.

INCOMPLETES: Incompletes are only given to those individuals who have completed 90% of their course work for the semester who experience a sudden, documentable emergency that prevents them from attending the final exam. Incompletes are not given for any other reason.

COURSE COMPLETION: Please be aware of the English department policy for course completion. **You must complete all of the exams, papers, and research project to pass this course.** Failure to complete any one of these components represents incomplete work for the semester, and anyone with incomplete work may not receive a passing grade for the course—however well he or she has completed the other components.

CHILDREN IN THE CLASSROOM

As stated in the Chattanooga State Student Handbook, “The college is concerned about the safety and well being of children and therefore prohibits them from accompanying adults into classrooms, offices, or other workspaces as a baby-sitting function. Further, the college does not assume responsibility for unsupervised children. In the event an unsupervised child is discovered in a Chattanooga State facility, immediate contact will be made with the person responsible for the child’s presence.”

LATE PAPERS:

Late work will incur a 10% penalty per class period. Make-ups for exams may be given only if the student can provide suitable and verifiable documentation regarding the absence. All makeup exams will be different in content. It is the student's responsibility to make the instructor aware of absences and of the need for a makeup the class day following an absence. **It is not possible to make-up in-class quizzes. NO LATE PAPERS WILL BE ACCEPTED FOR THE RESEARCH PROJECT.**

CELL PHONES/TEXTING:

Please silence your cell phones and do not use text messaging in class.

PAPER SUBMISSIONS:

Submissions for Discussions and papers will be in DISCUSSIONS and the DROPBOX in e-learn. Students are expected to use e-learn. To review or learn how to use e-learn, see Orientations. **Students must use Microsoft Office, WORD documents, or rich text file to submit assignments.** Please write all papers according to the standards you learned in Composition I: thesis, well-developed paragraphs, specific examples (including quotes from the work, etc.). All assignments will be graded on the basis of content (i.e., original, objective, analytical, with substantial thought), style and clarity (expressing those thoughts clearly, with mature and varied sentence structure), and correct mechanics (spelling, grammar, and punctuation). Major grammar errors such as: run-ons, comma splices, subject-verb agreement or fragment errors are unacceptable and will be penalized.

RESEARCH PROJECT

Students will be creating their research project in a Power Point format, including MLA documentation on the Power Point slides. You will also include a Works Cited page, 10 Annotated Bibliographies, and a Proposal about your project *before the Project is due* (see directions on e-learn). **NO LATE PAPERS WILL BE ACCEPTED FOR THE FINAL RESEARCH PROJECT.**

MID-TERM (Comprehensive) and FINAL

These exams will be a blend of objective questions and short essay questions.