

UC 12105 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: ENGL College: CLASS
2. Faculty Contact Person: Maria C. Gonzalez Telephone: 3-2938 Email: mgonzalez@uh.edu
3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
ENGL / 3360 / Survey of African American Literature
- Instructional Area / Course Number / Short Course Title (30 characters max.)
ENGL / 3360 / SURVEY OF AFRICAN AMERICAN LIT
- SCH: 3.00 Level: JR CIP Code: 2314020001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 / /
- Course ID: Effective Date (currently active row):

6. Authorized Degree Program(s): BA/BS
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
Engl 133601 Survey of African American Literature
 - Course ID: 21637 Effective Date (currently active row): 08/22/2010

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1304 or equivalent. Description (30 words max.): Literary-historical survey of African American literature from mid-eighteenth century to present.

10. Dean's Signature: _____ Date: 10/8/12
Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: ENGLISH

Person Making Request: CEDRIC R. TOLLIVER

Telephone: 713-743-1407

Email: CTOLLIVER@UH.EDU

Dean's Signature: _____

Date: September 18, 2012

Course Number and Title: ENGL 33360

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will study a range of texts in the African American literary tradition. Students will consider these texts within their cultural, historical, and political context. Students will develop research, writing, and critical thinking skills. Students will utilize these skills in classroom discussions. Students will produce works of literary criticism in exercises and written assignments.

Component Area for which the course is being proposed (check one):

Communication

Mathematics

Science

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political

Social & Behavioral Science

Component Area Option

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Communication Skills

Teamwork

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a final research paper, 2000-2500 words (8-10 pages). Sample assignment: Using primary sources, scholarly books and articles, prepare a research paper incorporating a cultural, historical, and/or political analysis of a literary work of your choosing.

Communication Skills:

Through the above final research paper students will demonstrate their ability to effectively communicate within the genre of contemporary literary criticism.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Through the above paper, students will explore themes related to social responsibility.

Personal Responsibility:

Through the above paper, student will explore themes related to personal responsibility.


Will the syllabus vary across multiple section of the course? Yes No

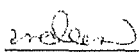
If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: 



Instructor: Dr. Cedric R. Tolliver	Semester: Fall 2012
Office: 234D Roy Cullen	Course: ENGL 3360
Office Hours: M 3:00-5:00PM or by appt.	Schedule: M 1:00-2:30PM
Email: ctolliver@uh.edu	Room: C108 Roy Cullen
Tel: 713-743-1407	

Survey of African American Literature-Hybrid

Description

This course introduces students to various **genres** of writing in the African American literary tradition. We will study slave narratives, autobiographies, poetry, novels, short stories, and drama. These works of literature represent **aesthetic** responses to and reflections on particular historical moments in the United States: antebellum, post-Reconstruction, interwar, and post-World War II. Our literary-historical approach will focus on understanding how African Americans have contributed to and **signified** on major literary and artistic movements such as realism, naturalism, modernism, and postmodernism. Throughout the course, students will develop attentive reading, critical thinking, clear writing, and persuasive presentation skills to discuss the themes constituting this literary tradition.

Learning Objectives

- Students will study a range of texts in the African American literary tradition.
- Students will consider these texts within their cultural, historical, and political context.
- Students will develop research, writing, and critical thinking skills.
- Students will utilize these skills in classroom discussions.
- Students will produce works of literary criticism in exercises and written assignments.

Learning Outcomes

The expected learning outcomes of this class are: the development of research, writing, and critical thinking skills. These skills will be used in combination with the techniques of contemporary literary criticism to produce original works of literary interpretation. these assignments will expand and deepen your understanding of and appreciation for African American literary and cultural production.

Required Texts

For your convenience, copies of the required texts are available for purchase at the UH Bookstore, on the first floor of the University Center. Those texts are:

Gates, Henry L., and Nellie Y. McKay, eds. *The Norton Anthology of African American Literature*. New York: W.W. Norton & Co, 2004.

Assignments

Research Exercises

You will complete exercises over the course of the semester that ask you to reflect critically on the research process in literary criticism.

Vocabulary/Writing Style Exercises

Students will complete vocabulary and writing style exercises aimed to develop critical reading and sentence crafting skills. These exercises must be completed during the time period when they are available on Blackboard.

Quizzes

Six reading quizzes will be given over the course of the semester. These quizzes will serve as a control to ensure that you keep up with the reading.

Participation

You're expected to attend class, complete the required readings, and actively contribute to online discussions by posing questions, highlighting passages from the text, and offering critical insights in class and on Blackboard discussions. Your participation will count towards your final grade.

For the online portion of class: students will be divided into two groups – A & B. On your group's week, each student must submit one, minimum fifty-word post on the assigned reading; students in the off-week group are responsible for responding to at least two posts. See course schedule for week designations.

Writing Assignments

There are five writing assignments for the course: one writing diagnostic, 250 words (1 page); one short paper, 500-750 words (2-3 pages); one medium length paper, 1000-1500 words (4-6 pages); one longer paper, 1250-1750 (5-7 pages); and a final research paper, 2000-2500 words (8-10 pages). The sources in your written assignments must be documented according to **MLA format**. If you provide documentation of having consulted with the writing center on writing assignments, you will receive five additional points.

Grading

Your final grade will be calculated according to the following point scale:

GRADE	POINTS
A	940-1000
A-	900-939
B+	866-899
B	832-865
B-	800-831
C+	766-799
C	732-765
C-	700-731
D+	666-699
D	632-665
D-	600-631
F	<599

ASSIGNMENT	POINTS
Writing Diagnostic	50
Exercise #1: Identifying Sources	50
Exercise #2: Evaluating Sources	50
Exercise #3: Research Paper Writing Center Consultation	50
Vocabulary/Writing Style Exercises	100
Quizzes (lowest grade dropped)	100
Writing Assignment #1	100
Writing Assignment #2	100
Writing Assignment #3	100
Participation	150
Final Research Paper	150

Resources

- The course has a Blackboard Learn site that site will be used to host discussion boards, distribute additional readings, turn in written assignments, and provide access to other relevant course documents.
- There are two subject librarians whom you can consult for help with research for your oral and written presentations. Their names, subject, and contact info are: Jocelyn Karlan, English, jmkarlan@uh.edu and Andrea Malone, African American Studies, armalone@uh.edu.
- I encourage you to also use the services of the Writing Center for preparing assignments for this class. Working with the center on your assignments prior to submitting them will enhance the substance and quality of the feedback that I will provide you. Information about setting up an appointment for a consultation can be found at the following website: <http://www.uh.edu/writecen/>.

- I am happy to make special arrangements if you require accommodations related to a disability. I only ask that you please provide me with a written recommendation from the Center for Students with DisABILITIES: www.uh.edu/csd.

Course Policies

Academic Honesty

Academic dishonesty is not acceptable and will be vigorously prosecuted. Please refer to the catalogue for the policy on Academic Honesty (pages 59-60 of the Undergraduate Studies Catalogue, 2005-2007).

Late Assignments

You must submit the written assignments to Blackboard using the Turnitin program by the time and day specified in the course schedule. Assignments turned in up to two days late will receive a grade without comments. The grade on any assignment more than two days late will be lowered by 10 percent.

Early Withdrawal Alert

Because of the new 6W (withdrawals) limit adopted by UH and the state of Texas, students are urged to evaluate their performance in the course before the end of the second week, since the deadline for penalty-free withdrawals is September 12th, the Twelfth Class Day. Any later time of withdrawal will be counted against your 6 W lifetime limit. For more details of this policy refer to the following web page:
http://www.uh.edu/provost/stu/stu_enrollcapqs.html.

Absences & Tardiness

Students who miss no more than **one** class will have fifteen points added to their final grade. You will be allowed only **three** absences during the course of the semester. If you miss more than three classes, you will be dropped from the class roster. Since late arrivals disrupt classroom learning, late arrivals less will count as absences.

Email

My ground rule for email is that you can expect a reply from me within a 24-48 hour time frame. Please submit questions of a general information nature to the Blackboard discussion board. This will reduce the amount of repetitions and the need for individual responses.

Also, please be mindful of **audience** in your communications with me. I simply will not respond to communication that uses the **tones, modes, and forms** that you use with your peers.

COURSE SCHEDULE

MONDAY – FACE-TO-FACE					WEDNESDAY - ONLINE						
A	U	G	U	S	T	U	S	T			
First Day of Semester					27						29
Introduction: "N- what, N- who?"; Review of syllabus; Q&A						Writing diagnostic due 8/31 @ 5pm					
S	E	P	T	E	M	B	E	R			
Labor Day					3						5
Douglass, <i>Narrative</i> , 401-440						Douglass, <i>Narrative</i> , 440-52 [B]					
					10	Last day to drop w/o a grade					12
Narrative Review, Close Reading Practice*, Academic Reading						Writing assignment #1: Close Reading Paper due 9/14 @ 5pm					
					17	*DeLombard, "Eye-Witness to Cruelty," 245-257 [A]					19
LIBRARY COURSE INSTRUCTION						Exercise #1: Identifying Sources due 9/21 @ 5pm					
					24	*DeLombard, "Eye-Witness to Cruelty," 257-271 [B]					26
Lorde, <i>Zami</i> , 1926-37; Angelou, <i>I Know Why...</i> , 2158-2167						Wheatley, 213-27; Dunbar, 905-27					
O	C	T	O	B	E	R	O	B	E	R	
					1						3
*Chasar, "The Sounds of Black Laughter"						McKay, 1003-10; Brown, 1248-66; Hughes, 1288-1311; Cullen, 1339-51 [A]					
					8						10
Tolson, 1368-82; Hayden, 1516-35; Walker, 1617-23; Brooks, 1623-49						Baraka, 1937-46; Sanchez, 1963-68; Clifton, 2031-34; Harper, 2070-75; Giovanni, 2096-101 [B]					
					15	Exercise #2: Evaluating Sources due 10/12 @ 5pm					17
LIBRARY COURSE INSTRUCTION						Major, 2344-50; Dove, 2611-23; Mullen, 2635-43					
					22	Writing assignment #2: Paper w/ 2 sources due 10/26 @ 5pm					24
Brown, <i>Clotel</i> , 325-345						Fauset, <i>Phum Bum</i> , 975-83; Hurston, <i>Their Eyes</i> , 1062-71 [A]					
					29	Ellison, <i>Invisible Man</i> , 1548-65 [B]					31
Topic Development Individual Conferences											
N	O	V	E	M	B	E	R	N	O	V	E
					5	Writing assignment #3: Annotated Bib due 11/9 @ 5pm					7
LIBRARY COURSE INSTRUCTION						Chestnut, 602-12					
					12	*Lee, <i>Interesting Women</i> ; *Packer, <i>Drinking Coffee</i> [A]					14
Fisher, 1224-36; Butler, 2516-29;											
					19	Exercise #3: Writing Center Consult by 11/23 @ 5pm					21
<i>A Raisin ... Sun</i> , 1768-96						<i>A Raisin ... Sun</i> , 1797-1806 [B]					
					26	Thanksgiving Break					28
<i>A Raisin ... Sun</i> , 1806-30						Final Research Paper 1 st Draft due 11/30 @ 5pm					
D	E	C	E	M	B	E	R	D	E	C	E
					3						5
Research Paper In-Class Peer Review											
FINAL PAPER DUE: FRIDAY, DECEMBER 14TH @ 5:00PM											

* = Reading available on the course Blackboard site