

**Fayetteville State University
College of Arts and Sciences
Department of English
English 223-01: African American Literature II
Fall 2009**

Locator Information:

Instructor: Trela N. Anderson
Course # and Name: English 223-01, African American Literature II
Semester Credit Hours: 3
Day and Time Class meets: MWF, 3-3:50 p.m.
Email address: tanderson@uncfsu.edu

Office Location: Butler Building, Room 130
Office Hours: MWF (8-9 a.m., 10 a.m. - noon and by appointment)
Office Phone: 672-1933

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

Please check your campus email and Blackboard daily.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Course Description:

In this course, students will read, analyze and discuss various literary works by African American writers. This course will provide a survey of writings representative of Reconstruction, the rise of the "New Negro," The Harlem Renaissance, Realism, Naturalism, Modernism, The Black Arts Era, and modernism.

Introduction to the Daybook

The majority of your course work will be completed in a daybook, which I will provide for all students on the first day of class. Think of the daybook as your brain on paper or as a type of drawer that holds various tools and gadgets you may use to reach a desired goal. In this case, the desired goal is improvement in your critical reading, writing, and thinking abilities. This course will use scaffolding as a technique to take you from one place to the next in your writing, and each step of the journey will be recorded in your daybook.

Here are a few daybook reading strategies we will use in class:

double entry journals	dialogical journals
freewriting	word study
partner journals	lists
quickwrites	multi-genre responses

Scholarship: Lil Brannon, et. al. *Thinking Out Loud on Paper: The Student Daybook as a Tool to Foster Learning*. Portsmouth, NH: Heineman, 2008.

NOTE: Your daybook is your pass to class, and most of your work will be assessed through your daybook. So, you must bring your daybook to class everyday; I will collect them for assessment at my own discretion. Some typed assignments will be glued into your daybook with a glue stick.

Required Texts:

The Norton Anthology of African American Literature, Second Edition, Editors: Henry Louis Gates, Jr. and Nellie McKay
Song of Solomon by Toni Morrison

Student Learning Outcomes:

By the end of this course, students should be able to

- 1) Arrange African American literature between 1900 and the present in a chronology.
- 2) Understand characteristics of the genres used in African American literature, such as political speeches, essays, autobiographies, sermons, testimonies, riddles, proverbs and cinema.
- 3) Defend the view that some modern and postmodern African American literature has at its center political empowerment.
- 4) Question the promise of the documents on which this country is founded, particularly as these documents relate to African Americans.
- 5) Write a researched analytical paper on a topic related to African American literature after 1900.

Course Requirements and Etiquette:

All cell phones and other electronic devices must be turned off and stowed away during class.

Eating, drinking, and using profanity is prohibited during class.

Students are allowed **three** free absences, meaning absences without penalty throughout the semester. These absences include those that may be deemed “excused” and “unexcused.” Every subsequent absence will result in the lowering of the student’s final grade by one letter. For example, a student who averages an “A” in the class but has four absences will receive a “B” in the course. A student who averages an “A” in the class but has five absences will receive a “C” in the course. Thus, faithful attendance to class is necessary. **Students who are ill or suffer a death in the family (God forbid!) must provide proper documentation upon the first day of returning to class in order for the absence to be excused and to receive full credit for the assignment.**

You simply cannot and will not pass this course without faithful attendance, regardless of how strong a writer you are. The first step towards gaining something valuable from a course is faithfully attending the course.

Tardiness is highly disruptive to the class. For every two times that a student is late for class, it will be counted as a single absence. Students who contact me beforehand with news that they will be tardy to class might be excused, depending upon the reason for their tardiness.

Late work will not be accepted without penalty. **Thus, students who do not attend class on the day assignments are due and attempt to drop them by after class will NOT receive full credit. The paper will be considered one day late and will be deducted by seven points for each day it is late.** The first and final drafts of research papers will be collected at the beginning of class. Students who are absent on the day final drafts of essays are due must turn in the assignment early or trust a classmate to turn them in.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Grading: Your final grade in this course is not based on how "good" of a writer you are. Writing is difficult work, and there is ALWAYS room for improvement. It is a practice. Thus, students who do well in this course are students who attend class, show up on time, complete all assignments and work hard at improving their writing. Students who consider themselves strong writers, but fail to fulfill the aforementioned duties **WILL NOT** do well in this course. So, stop now and take a minute to ask yourself, "How much am I willing to work at improving my writing?" This is a question only you can answer.

Academic Dishonesty

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she *attempts* to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one's own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat. Penalties include failing the course, suspension and/or expulsion.

Plagiarism

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized and the reason for such suspicion. If the student protests his/her grade on the assignment. He or she will be asked to conference with me and the chair of the English and Foreign Languages department concerning the assignment.

Assessments

Response papers and in-class reading strategies exercises	20%
3-4 page research paper (draft #1)	15%
3-4 page research paper (final draft)	25%
Mandatory individual writing conference	10%
Class participation	10%
Final Exam	20%

Response Papers and In-class Reading Strategies Exercises

Students will write response papers weekly related to assigned readings. Papers must be typed, consist of at least two pages, adhere to MLA formatting rules, include an MLA works cited page, and be glued into their daybooks. I will collect daybooks on the day assignments are due. Response papers will be graded according to a rubric.

The in-class reading strategies exercises will, as stated, be done in class and will relate to assigned readings. These strategies may involve everything from dialogical journaling to textual analysis and must be completed in the daybook (See list of daybook reading strategies on previous page). These exercises will be graded and collected in conjunction with response papers.

Essay Draft #1 and Final Draft

Each student will write an essay on a theme related to a work by an author read and studied in class. Students will submit two drafts of the paper, and the paper must consist of three **academic sources** and adhere to **MLA formatting rules**, including a works cited list. Papers will be graded according to a rubric.

Mandatory Individual Writing Conference

Students are required to meet with me concerning the first draft of their essays. This conference is mandatory and will prove helpful in helping students to revise their paper before submitting the final draft.

Class Participation

Students are expected to come to class and arrive on time. Also, students are expected to turn in all assignments and to turn them in on time. Additionally, students are expected to participate in class discussion. These components will factor into a student's class participation grade.

Final Exam

The final exam will be comprehensive and a culmination of identification, a short essay and a long essay.

Course Outline and Assignment Schedule (Tentative)

*****Check Blackboard daily for specific assignment due dates**

Week 1 (August 21)

discussion of syllabus / introductions

HW: Read Booker T. Washington's *Up From Slavery*, pgs. 570-594.

Week 2 (August 24-28)

discussion of / assignment to literature circles; how to write good response papers; in-class reading strategies for *Up From Slavery*; **response paper on *Up From Slavery* is due.**

HW: Read Du Bois' "On Mr. Booker T. Washington and Others," pgs. 699-707.

Week 3 (Aug. 31-Sept. 4)

in-class reading strategies for "On Mr. Booker T. Washington and Others;" **response paper on "On Mr. Booker T. Washington and Others" is due.**

HW: Read Paul Lawrence Dunbar's "A Negro Love Song," "We Wear the Mask" and "Sympathy," pgs. 909, 918, 922.

Week 4 (Sept. 7-11)

No class on Monday, Sept. 7 (Labor Day) in-class reading strategies for "A Negro Love Song," "We Wear the Mask" and "Sympathy;" **response paper on "A Negro Love Song," "We Wear the Mask" and "Sympathy" is due.**

HW: Read Langston Hughes "The Negro Speaks of Rivers," "Mother To Son," "When Sue Wears Red" and "I, Too," pgs. 1291, 1292, 1293, 1295.

Week 5 (Sept. 14-18)

Discuss MLA formatting / library research orientation/ thesis sentences / supporting an argument/
essay assignment

Week 6 (Sept. 21-25)

in-class reading strategies for “The Negro Speaks of Rivers,” “Mother To Son,” “When Sue Wears Red and “I, Too;” **response paper on “The Negro Speaks of Rivers,” “Mother To Son,” “When Sue Wears Red and “I, Too” is due.**

HW: Read Richard Wright’s “The Ethics of Living Jim Crow,” pgs. 1411-1419.

Week 7 (Sept. 28-Oct. 2)

in-class reading strategies for “The Ethics of Living Jim Crow;” **response paper on “The Ethics of Living Jim Crow” is due.**

HW: Read Ralph Ellison’s “Change the Joke and Slip the Yoke,” pgs. 1570-1578.

Week 8 (Oct. 5-9)

in-class reading strategies for “Change the Joke and Slip the Yoke;” **response paper on “Change the Joke and Slip the Yoke” is due.**

HW: Read Gwendolyn Brooks’ “the mother” and “we real cool,” pgs. 1625, 1638.

Week 9 (Oct. 12, 14)

no class on Friday, Oct. 16 (fall break); in-class reading strategies for “the mother” and “we real cool;” **response paper on “the mother” and “we real cool” is due.**

HW: Read Amiri Baraka’s *The Dutchman*, pgs. 1946-1960.

Week 10 (Oct. 19-23)

in-class reading strategies for *The Dutchman* ; **response paper on “The Dutchman “ is due.**

Mandatory individual writing conferences

HW: Read Ernest Gaines’ “The Sky is Gray,” pgs. 2324-2344.

Week 11 (Oct. 27-31)

in-class reading strategies for “The Sky is Gray;” **response paper on is “The Sky is Gray” is due.**

Week 12 (Nov. 2-6)

Song of Solomon by Toni Morrison

Week 13 (Nov. 9-13)

Song of Solomon by Toni Morrison

Week 14 (Nov. 16-20)

Song of Solomon by Toni Morrison

Week 15 (Nov. 23-27)

Song of Solomon by Toni Morrison

Week 16 (Nov. 30-Dec. 4)

Final draft of essay is due; discuss final exam

Final Exam date: TBA

Teaching Strategies:

essay writing

project-based learning

group work

in-class writings (daybooks) and discussions

response papers

Smartthinking website

individual writing conferences