

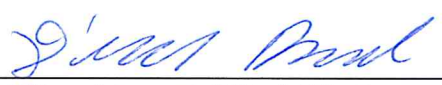


Curriculum Committee



New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AA, General Education
Proposed by (faculty only)	Dr. Scott Ortolano and Dr. Catherine Gooch
Presenter (faculty only)	Dr. Scott Ortolano and Dr. Catherine Gooch
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	9/16/2019
Course prefix, number, and title	AML 2600 – Introduction to African American Literature
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal. <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
 Curriculum Committee Chair Signature	11-11-19 Date
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
 Provost Signature	11-19-19 Date
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input checked="" type="checkbox"/> Reviewed	
 Office of Accountability & Effectiveness Signature	11/26/19 Date

Section I, Important Dates and Endorsements Required

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox. N/A		
Dean	Signature	Date
Dr. Deborah Teed	<i>Deborah D. Teed</i>	9/16/2019
Provost	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Rebecca Harris	9/13/2019
Academic Dean or Provost	Dr. Deborah Teed	9/16/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Jason Calabrese, Ellie Bunting, Amy Trogan, Rebecca Harris, Shawn Moore, Thomas Mohundro, Scott Ortolano, Thomas Wayne, Sara Dustin, Jeremy Pilarski, Jennifer Grove, Ihasha Horn, Jill Hummel, Brandi George, Cara Minardi-Power, Katie Waddell, Ellie Bunting, John Pelot, Eric Ivy, Laura Tichy-Smith, Michael Barach, Catherine Gooch, Mark Massaro, Suzanne Biedenbach, Terri Housley

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Yes, she is excited about the opportunity to increase student engagement in this area.

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ENC 1101, must be passed with a C
Provide justification for the proposed prerequisite(s).	
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	N/A
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	N/A
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	No
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Online, Blended, and On Campus
Course description	
<p>Students will be introduced to African American literature in the United States from the 18th century to the present. The course will cover major literary movements, history, themes, and cultural productions as they relate to the Black American experience. Upon successful completion of the course, students will understand the evolution of African American literature from the 18th century to the present as well as its significant movements, contexts, concepts, and figures. This course is writing Intensive and counts as a Humanities General Education course.</p> <p>(I) This counts as an international or diversity focused class.</p>	

General topic outline

- Definitions of African American literature as both part of and separate from other literary traditions
- Representations of black American identity in African American literature
- Major literary and intellectual movements of African American literature
- Structures and conventions of African American literature
- Key themes of African American literature
- Critical interpretation and analysis of works by black American authors with attention to larger social, historical, and political contexts
- Planning, researching, organizing, and writing critical papers on literary topics in MLA style

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies:*

General Education Competency: **Analyze** and create individual and collaborative works of art, literature, and performance. Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of African Americans from the 18th century to the present. Understand histories of black thought and self-expression, and in doing so, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and traditions of African Americans to examine human values and life in the U.S. Understand how African American art, literature, music, and other cultural productions have contributed to and produced the society in which we live.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students will analyze a variety of authors and genres and chart the trajectory of African American literature.
2. Students will evaluate the historical, legal, political, and intellectual contexts relevant to African American literature as well as the influence of race on literary and cultural productions.
3. Students will identify how African American authors integrate and/or signify on elements of the vernacular tradition, including spirituals, blues, jazz, and/or folktales.
4. Students will examine fictional representations of the black experience and issues such as heritage, identity, class, feminism, sexuality, and/or the Black Diaspora.
5. Students will connect literary texts or themes with contemporary life, pop culture, and/or politics
6. Students will interpret African American literature as both counter to and enmeshed within larger traditions of literature.
7. Students will demonstrate their understanding of the characteristics and techniques of African American literature.

2. Supplemental *General Education Competency or competencies:*

Communicate clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively about African American literature and its relevant histories. Develop tools to express one's knowledge, read critically, analyze thoroughly, and synthesize information, skills necessary to furthering one's own educational and occupational goals. Understand, evaluate, and discuss African American literature and culture in a variety of contexts. Critically examine literary texts, interpret and integrate information, and apply rhetorical and communication literacies to the real world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

8. Students will develop the skills necessary to critically analyze and discuss African American literature.
9. Students will demonstrate the ability to evaluate, interpret, and compose arguments about African American literary works; the compositions will be substantial in length and increase in rhetorical complexity over the course of the semester.
10. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
11. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

C. Other Course Objectives/Standards

N/A

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

Statewide Course Detail Browse Statewide Courses: [GO](#)

Discipline

163-ENGLISH LANGUAGE AND LITERATURE

Discipline Definition

NONE

Prefix

AML-AMERICAN LITERATURE

Prefix Definition

SURVEYS, MAJOR AUTHORS, THEMATIC, AND GENRE COURSES IN AMERICAN LITERATURE FROM COLONIAL TIMES TO PRESENT. PREREQUISITE FOR ALL COURSES IS FRESHMAN COMPOSITION.

Century Title

600-699-ETHNIC AMERICAN LITERATURE

Decade Title

600-609-AFRICAN-AMERICAN SURVEY

StateWide Course

AML 600-INTRODUCTION TO AFRICAN AMERICAN LITERATURE

Status

ACTIVE

Transfer

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Course Intent

LOWER

Prerequisites

NONE

Corequisites

NONE

Profile Description

ONE SEMESTER SURVEY IN AFRICAN-AMERICAN LITERATURE FROM ITS BEGINNINGS TO THE PRESENT.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.13.15 - LETTERS
Institutional Reporting Code	11315 LETTERS
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Is the course a General Education course?	Yes
Is the course a Writing Intensive course?	Yes
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No If repeatable, list maximum number of credits
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	This class will be writing Intensive and count as an additional Humanities General Education course, so it will impact humanities and social science courses. However, only a limited number of these classes will be offered each

	<p>academic year (no more than one per campus). Furthermore, the class may have the result of increasing enrollments in these other classes as it draws new students into our universe.</p>
<p>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</p> <p>Yes, we have spoken to the Humanities Department and the History Department. They are glad that we are offering this class because it fills a real need at the college.</p>	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.

This class is offered widely at other state colleges, and FSW is one of the few schools where it isn't available. Not having this class leaves a significant gap in our curriculum, especially given our status as an open-enrollment institution that provides access to higher education for underserved communities. As noted above, the Humanities Department and History Department are also behind this class. It will fill a real need at the college.