| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**AML 2600 INTRODUCTION TO AFRICAN AMERICAN LITERATURE COURSE (3 CREDITS)**

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.~~ This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a “C” or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

(I) International or diversity focus

1. **PREREQUISITES FOR THIS COURSE:**

ENC 1101 with a grade of “C” or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** 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
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

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.  Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **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:

1. Students will develop the skills necessary to critically analyze and discuss African American literature.
2. 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.
3. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
4. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

**B.** **In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for Communication.**

* Students will demonstrate the ability to communicate effectively.
* Students will demonstrate the ability to analyze communication critically.

**C.** **Other Course Objectives/Standards**

AML 2600 fulfills the State of Florida’s Core Humanity General Education Requirement

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)