



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**AFRICAN AMERICAN LITERATURE  
LIT2531 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either the freshman or sophomore year and to area high school vocational students.

**Catalog Description:**

**LIT 2531 - AFRICAN-AMERICAN LITERATURE (3 hrs)**

This is a survey course of African-American poetry, prose, drama, and oral tradition from 1619 to the present.

**Prerequisites:**

ENG2211 Composition I or instructor approval.

**Controlling Purpose:**

This course is designed to help the student increase their knowledge concerning American literature by Black American writers from pre-slavery days to contemporary America through various literary genres.

**Learner Outcomes:**

Upon completion of this course the student will have developed a general familiarity with African American literature from a variety of literary periods and genres. Students will utilize general literary terminology as they discuss, analyze, and interpret various types of literature.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

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- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: ROOTS OF SLAVERY</b>						
Outcomes: Identify geographic roots of African Americans.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Geographically locate the African countries where slavery originated
						Identify terms related to slavery and its roots
						Discuss the Triangle trade

<b>UNIT 2: SLAVERY IN AMERICA</b>						
Outcomes: Identify characteristics of slave narratives.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Geographically identify the slave states
						Understand early poetry written by slaves
						Understand slave narratives

**UNIT 3: ORAL TRADITION**

Outcomes: Identify authors and works from eras of African-American literary tradition.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand and articulate clearly the African roots of African American folklore
						Relate this knowledge to African American literature and identify the commonalities

**UNIT 4: SLAVE SONGS AND SPIRITUALS**

Outcomes: Identify Kansans' and others' contribution to African American literary tradition.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify specific themes in the music
						Identify specific genres of the music

**UNIT 5: CIVIL WAR AND RECONSTRUCTION**

Outcomes: Identify literary elements of fiction, poetry, drama, and essays during the period.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand the ramifications of slavery and how it divided America
						Articulate the beliefs of the abolitionists
						Identify African Americans who participated in the Civil War
						Relate the results of the Civil War and how it affected America

**UNIT 6: THE HARLEM RENAISSANCE**

Outcomes: Expound upon political/social beliefs of major African American scholars and essayists.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Formulate the basis for the Great Migration
						Understand the African American participation in WWI
						Identify authors writing during the Harlem Renaissance
						Appreciate the art and music that accompanied the Harlem Renaissance

**UNIT 7: SOCIAL CHANGES AND CIVIL RIGHTS**

Outcomes: Prepare a written literary analysis of a work from the period.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand and articulate the themes of the writers of the 40's
						Understand and articulate the themes of the writers of the 50's
						Understand and articulate the themes of the writers of the Civil Rights Movement
						Understand and articulate the writings of the Black Power Movement and the Black Arts Movement

## UNIT 8: CONTEMPORARY AMERICA

Outcomes: Relate these writings to historical periods and events.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Tie together the origins of the African in America and where the African American is today
						Understand and articulate recent themes in African American literature
						Identify themes in contemporary African American poetry, fiction, nonfiction and rap

### **Projects Required:**

As assigned by instructor

### **Textbook:**

Contact Bookstore for current textbook.

### **Materials/Equipment Required:**

### **Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

### **Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

### **Maximum class size:**

24 students

### **Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

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**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.