Fall 2016 Syllabus for ENG 204-D01:
African-American Literature
Thursdays, 6:30 – 9:45 p.m., BH 327

Required Text


Blackboard

Blackboard is being used as a supplementary site in this course so you can download copies of assignments and view helpful PowerPoint presentations. To access Blackboard you need to have access to a computer with an Internet connection (other requirements may apply). Computers that meet these requirements are available on campus in HH 100, GH 204, FOH 305, and AHB 108.

To login to Blackboard: Above “Quick Links” on the college homepage (www.worwic.edu), click on myWor-Wic. Enter your username and password to login to your myWor-Wic student portal. In the “My Blackboard Classes” box, click on our class, and you will be directed to our Blackboard site.

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:
- Using the campus computing network and facilities to violate the privacy of other individuals.
- Sharing of account passwords with friends, family members, or any unauthorized individuals

Violators are subject to college disciplinary procedures.

Course Description

In this course, students read, analyze, and discuss literary works in various forms and media written by African Americans. Beginning with works written by enslaved African-Americans, this course provides a survey of writings representative of Reconstruction, the rise of the “New Negro,” the Harlem Renaissance, black realism, modernism and postmodernism. Hours: 39 lecture. Prerequisite: ENG 151 with a grade of “C” or better. Usually offered in the fall and spring.
Objectives, Assessment Goals, and Assessment Strategies:

<table>
<thead>
<tr>
<th>Objectives: Upon completion of this course, students should be able to:</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Read and analyze texts by African American writers. (GEOs 1, 3, 4)</td>
<td>A. Discuss the content of texts by various African American writers.</td>
<td>Blackboard Discussions and Quizzes</td>
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<td></td>
<td>B. Compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.</td>
<td>Assigned Essays and Final Exam</td>
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<td></td>
<td>C. Analyze the structure of a given text for its plot and format, its cultural/social relevance, and its contribution to, or exclusion from, the literary canon.</td>
<td>Quizzes, Assigned Essays, and Final Exam</td>
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<td>D. Formulate questions for class discussions based on the reading of a text.</td>
<td>Oral Presentation</td>
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<tr>
<td><strong>2.</strong> Situate literary works by African American authors with respect to the works’ historical, social, and cultural contexts. (GEOs 1, 3, 4, 5, 8)</td>
<td>A. Identify the historical periods surveyed.</td>
<td>Quizzes, Assigned Essays, and Final Exam</td>
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<tr>
<td></td>
<td>B. Identify significant social and cultural situations that can potentially effect (or affect) an author’s work.</td>
<td>Quizzes, Blackboard Discussions, and In-Class Writing</td>
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<td></td>
<td>C. Explain the social and cultural contexts for the surveyed works.</td>
<td>Blackboard Discussions, Assigned Essays, and Oral Presentation</td>
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<td></td>
<td>D. Discuss how the authors’ life experiences influence their works.</td>
<td>Blackboard Discussions and Oral Presentation</td>
</tr>
<tr>
<td><strong>3.</strong> Demonstrate ethical research and documentation skills. (GEOs 1, 3, 4, 5, 8, 9)</td>
<td>A. Select, analyze, and annotate information to be used in written essays.</td>
<td>Assigned Essays</td>
</tr>
<tr>
<td></td>
<td>B. Locate and sufficiently incorporate one or more relevant sources—one of which must be electronically retrieved—to support an assignment documented in MLA Style.</td>
<td>Assigned Essays, Oral Presentation and Final Exam</td>
</tr>
<tr>
<td></td>
<td>C. List sources on Works Cited page using MLA format.</td>
<td>Oral Presentation and Assigned Essays</td>
</tr>
</tbody>
</table>

Class Guidelines

1. **Course Work, Deadlines, and Late Work:**
   All assignments described in this syllabus will be discussed further in class and are expected to be complete by the stated deadline. It is the student’s responsibility to understand the assignments before leaving class, so if you are experiencing difficulty with any assignment, please speak to me immediately for clarification and/or assistance. *No assignments will be accepted late for any reason whatsoever.*

2. **Attendance:**
Classroom interaction is crucial if we are to meet the objectives of this course; therefore, attendance will be taken every class, and students are expected to attend every class. Students are expected to arrive on time and to stay for the entire class period. Personal appointments should be scheduled at times other than class meetings.

Participation credit will be an integral component of your grade. For each of our 13 class meetings, there are 10 participation points possible, for a total of 130 points. For the purposes of this course, ‘participation’ is defined as arriving and departing at the designated times, remaining attentive and engaged in class activities, and avoiding disruptive and/or inappropriate behavior. Simply put, these points are yours to lose, so please be aware that tardiness, leaving early, absenteeism (for whatever reason), and insolence will lead to a deduction in participation credit at the instructor’s discretion.

3. **CORE ASSIGNMENTS:**

3A. Each student will write a series of Four Blackboard Discussion Posts on the literary works we cover in the Course Schedule. These responses do not have a specific due date; rather, discussion posts will be change on a weekly basis, and each student must complete four total posts over the course of the semester. **Detailed guidelines for this assignment can be found on Page 8 of this syllabus.**

3B. Each student must complete all Prewriting Exercises to document his/her understanding of the research process. Students will then submit Two Documented Essays which constitute a significant portion of the course grade. Each assignment will require a 4-5 page composition. I will distribute specific guidelines for these essays as the Course Schedule dictates. **The holistic scale for essay evaluation can be found on Pages 11-12 of this syllabus.**

3C. Ten Discussion and Reading Quizzes will be given at the beginning of each class from Week 2 until Week 11. It is crucial to thoughtfully and critically internalize the assigned readings to successfully complete each quiz.

3D. Each student will be responsible for one Oral Presentation that introduces an assigned reading to the class and includes a summary of an established author’s work, a works cited page, and four discussion questions. Each summary will identify the author and the work being presented, biographical information about the author, an analysis of the work in question, and, if possible, how the work fits into the larger context of the literary canon. The summary will also include a works cited page with a minimum of three sources from Wor-Wic databases (or .edu websites). Each source used in the summary must be clearly attributed in the presentation. In addition, the presenter should submit four questions aimed at fostering class discussion immediately after the presentation. An array of mixed media can be used in the presentation (PowerPoint, overhead projections, audio, handouts, etc.). All materials must be typed and a copy of all three items (summary, works cited, and questions) is to be provided to each student in the class. The collection of typed summaries will benefit the class as we prepare for the final exam. **Detailed guidelines for this assignment can be found on Page 9 of this syllabus and the corresponding rubric is located on Page 10.**

3E. There will be a cumulative Final Examination covering the main literary terms and concepts from the entire course, and will require each student to compose two thoughtful and critical in-class essays.
4. **Drafts and MLA Format:**

All submissions for this class, with the exception of in-class exercises, must be typewritten or word-processed and formatted properly in MLA Style. This course follows the research guidelines of the Modern Language Association (MLA). You can find a summary of these guidelines by going to www.worwic.edu and clicking on the Library Services quick link and then clicking on Citing Sources; be sure to choose the MLA Style guide.

If you wish to have additional help on a writing assignment, you may schedule a 30-minute conference with a writing instructor by going to your MyWorWic portal and clicking on the Menu in the upper left-hand corner. From there, click on Student Resources/Academic Support/Writing Conferences to schedule a conference. Limited time slots are available, so an appointment is required. If you cannot keep your appointment, it is your responsibility to cancel it by going back to the Writing Conferences link. Please note that writing conferences are conducted in BH 227, the Reading/Writing Center.

Please be aware that this is not a proofreading service; instead, these conferences are intended to help students with their prewriting, drafting, revising, and focusing on self-identified concerns with content, organization, style, and grammar/punctuation/mechanics.

Students must cancel an appointment if they are unable to attend; failing to do so means another student is deprived of the opportunity to take that time slot. FYI, students who are “no shows” two times in a semester are barred from the service for the remainder of the semester.

5. **Grading: Final Grades Will Be Computed As Follows:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>13%</td>
<td>Participation</td>
<td>130 points</td>
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<tr>
<td>12%</td>
<td>Blackboard Discussion Posts</td>
<td>120 points</td>
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<tr>
<td>5%</td>
<td>Prewriting Exercises</td>
<td>50 points</td>
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<tr>
<td>30%</td>
<td>Two Documented Essays</td>
<td>300 points</td>
</tr>
<tr>
<td>20%</td>
<td>Reading Quizzes</td>
<td>200 points</td>
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<tr>
<td>10%</td>
<td>Oral Presentation</td>
<td>100 points</td>
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<tr>
<td>10%</td>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

Using a point system, all grades will be computed by dividing the total points earned by the total amount possible (1000). The basic scale is as follows:

- A = 1000 – 895 points
- B = 894 – 795 points
- C = 794 – 695 points
- D = 694 – 595 points
- F = below 595 points

6. **Academic Honesty and Student Conduct:**

**Academic Honesty Policy**

Academic honesty is expected of all students. Students should refer to the “Student Conduct” section of the college catalog for an explanation of the violations of academic values and the procedures that will be followed if a student is charged with one of these primary offenses, which include:

- Cheating
• Plagiarism
• Facilitating academic dishonesty
• Fabrication
• Other forms of academic dishonesty

Classroom Civility

In order for us to have an environment conducive to learning, please follow these guidelines for civility in the classroom: Use electronic devices only for emergency situations or instructor-directed educational purposes in the classroom; arrive for class on time and avoid leaving early; listen actively and avoid side conversations; demonstrate a respectful attitude toward the instructor and other students; leave a clean environment for the next class.

7. **SMARTEVALS COURSE EVALUATIONS:**

The College has selected SmartEvals as its vendor to conduct online end-of-course evaluations. SmartEvals maintains the highest level of security with the evaluation information, and the information resides only on SmartEvals’ computer servers. Faculty are unable to identify individual evaluations, and any data which has the potential to reveal the identity of a student (i.e. the only male in a class) is blocked from viewing. You will receive automated emails from SmartEvals reminding you to complete your evaluations, and the timing of the emails is in compliance with anti-spam guidelines. The emails discontinue once all of your evaluations are completed. You will be able to access the evaluations through the link in the SmartEvals email or by clicking on “course evaluation” in the left menu of your Blackboard course website. The evaluations are only active during designated times at the end of the semester. Disable the pop-up blockers on your internet browser in order to access the evaluation. Your cooperation in completing the online evaluation at the designated time is greatly appreciated. The results from the course evaluation provide valuable feedback to your instructor in order to make changes as needed with curriculum and teaching. Please direct any questions about the online course evaluation system to Hope Ellis at hellis@worwic.edu.

8. **EMERGENCY INFORMATION STATEMENT:**

In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College's website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.

9. **USE OF COLLEGE FACILITIES STATEMENT:**

Please be aware that only currently enrolled college students, employees, and officially invited college guests are permitted in college classrooms and laboratories while classes and other educational activities are being conducted. It is inappropriate to bring nonenrolled persons, of any age, to college classes and laboratory activities. Children who are brought to the college while parents are on official business may not be left unattended in college facilities. This practice is unsafe and detrimental to the well-being of the children. It is expected that all students and employees will comply with this policy.

10. **SERVICES FOR STUDENTS WITH DISABILITIES:**
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2899. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

**SOME FINAL POLICIES & NOTES:**

- I strongly encourage you to contact me if you are experiencing difficulty with an assignment, if you need clarification on specific guidelines, or if you simply would like to talk about the work involved in this class. My office hours are “open door” times when my primary purpose is to assist students any way I can. Should my office hours conflict with your schedule, we can always chat before or after class. However, please do not wait until the last minute to remedy a troubling situation. Please seek me out immediately if you need any form of assistance to ensure that our shared classroom remains an accessible learning environment.

- It is important that we maintain professional and ethical standards whenever we correspond via email. Whenever you send me an email, please make sure that you include the following: your name, your assignment, and your question/problem articulated as clearly as you can. Additionally, please know that emails sent within hours of an assignment coming due—particularly those sent on a Sunday or late in the evening—will likely be received and responded to after the corresponding deadline, and thus of little use. Finally, please do not send me the entire draft of an assignment via email and expect me to edit your work. While I am always willing to review and respond to a paragraph of student writing via email, I will not engage in lengthy correspondence about multi-page compositions since those exchanges are best held during office hours or scheduled conferences where we can actually interact and discuss your work. In return, I pledge to check my email regularly—including weekends whenever possible—and to respond to emails within one business day during the academic work week (Monday through Friday).

- Whenever possible, this will be a paperless course. Detailed instructions and handouts will be provided for all assignments in the “Course Content” section of Blackboard, and you will be held accountable for the successful fulfillment of their respective requirements as well as their corresponding deadlines. This means that if you would like a paper copy of an assignment to annotate, it is ultimately your responsibility to print your own copy. I will be glad to oblige reasonable requests for printed materials on a case-by-case basis.

- Throughout this course, we will discuss and refine our understanding of what a credible, reliable academic source is, especially as it applies to the study of literature. To that end, I will not accept as sources the citation of or references to the Wikipedia or to non-specialized dictionaries (for instance, www.dictionary.com, Webster’s, or the American Heritage Dictionary) in the fulfillment of assignments involving research. Any student who cites the Wikipedia or a non-specialized dictionary in a written submission and fails to rewrite it by the appointed deadline will receive a zero for the assignment.
ENG 204 Literary Terms

The following is a list of literary terms that we will discuss throughout the semester. While this list is far from exhaustive, it is a relatively accurate summary of the key vocabulary we will examine. Please become familiar with the terms as you will be tested on selected items on quizzes and the final exam. In addition, many of the terms will be used in the scholarly criticism you will find in Wor-Wic’s literary databases. Ultimately, your familiarity with these terms should enhance your comprehension of course texts as well as your own writing assignments. Please note that terms may be added to or deleted from the list as our discussion of literature dictates.

accent    dynamic character   lyric    rhetoric
act    etymology    mass culture    rhyme, rhythm
allegory    explanation    metaphor    rising action
alliteration    exposition    meter    sarcasm
allusion    end rhyme    metonymy    satire
ambiguity    enjambment    monologue    scene
American Renaissance    falling action    motif    selected omniscience
Anecdote    farce    multiculturalism    setting
Antagonist    Feminine Criticism    narrator    short story
Anticlimax    fiction    naturalism    simile
Ballad    figure of speech    novel    situational irony
Bildungsroman    first person narrator    onomatopoeia    sketch
blank verse    flashback    omnisicent narrator    sociological criticism
blues, jazz    flat character    overstatement    sonnet
ciaesura    folklore (fable, myths, proverbs)    oral tradition    stanza
catharsis    folktales    oxymoron    stock character
climax    foreshadowing    parallelism    stress
counter    form    paradox    style
correflection    free verse    paraphrase    suspense
confessional poetry    genre    parable    symbol
conentation    hero    person    tale
cconsonance    historical criticism    personification    theme
couplet    historical fiction    plot    third person narrator
criticism, New Criticism    hubris    point of view    tone
cdecom    hyperbole    Post-colonialism    total omniscience
cdenouement    image    postmodernism    tragedy
cdialect    in medias res    prose poem    tragic flaw
dialogue    innocent narrator    protagonist    tragic irony
diction    irony    rap    understatement
drama    levels of diction    realism    unreliable narrator
dramatic irony    limited omniscience    refrain    verbal irony
dramatic monologue    literary theory    retrospech flashbang    verismilude

It is important to note that this course will also include mention of historical periods and social movements: Colonialism & Enslavement, Antebellum, Civil War, Reconstruction, Victorian Era, Spanish-American War, World War I, World War II, Great Migration, Harlem Renaissance, Korean War, Civil Rights Movement, Vietnam War, Feminism/Women’s Movement, Modernism, Postmodernism, Post-Colonialism, et. al.
Guidelines for ENG 204 Blackboard Discussion Posts

120 points total/12% of overall course grade

An Overview:

This course requires each student to compose a series of four Blackboard discussion posts regarding the assigned reading and other aspects of the African-American experience.

These responses will not have a collective due date; rather, weekly posts will be due on a rolling basis, and it is each student’s responsibility to ensure that they complete four total posts over the course of the semester.

- I will post one question each week in the “Discussion” section of Blackboard. Often these questions will directly engage the assigned reading, while also inviting you to consider grander issues of culture, identity, race, gender, politics, sociology, and history.
- You only have to participate in the discussions that you find interesting and/or worthy of your attention; therefore, you could go 2-3 weeks without writing a single post.
- The most important thing (to reiterate) is that you complete a total of four posts by the end of the semester.

Requirements:

- Posts should be at least 500 words long. I will be a stickler about length, so be mindful that it will impact your grade.
- Avoid slang, abbreviations, hate speech, and foul language. Bear in mind that your post will be visible to your professor as well as to your classmates, so remain respectful at all times.
- Fight the urge to post your rough draft—typos, run-ons, and sloppiness will hinder the clarity of your writing in addition to hindering your grade. It would be wise to initially compose your post in Microsoft Word so you can revise and proofread before copying-and-pasting your final response into Blackboard.
- Feel free to use first-person voicing (“I feel…,” “this poem spoke to me because…”) to share your opinions and experiences when they are relevant to the question at hand. Just beware that all of your posts are public, so please don’t share any personal information that will make you and/or your classmates uncomfortable.
- Each posting is worth 30 points for a total point value of 120 points, or 12% of your grade in this course.

If at any point you encounter technological difficulty, stop by during my office hours or send me an email at atavel@worwic.edu. You will find me very willing to help, so long as you don’t wait until the last minute!
Guidelines for ENG 204 Oral Presentation
100 points total/10% of overall course grade

An Overview:

Each student will be responsible for one 15-minute oral presentation that introduces an assigned writer to the class and includes a summary of the assigned text, a Works Cited page, and four discussion questions. Each presentation will examine the author and his/her assigned text, biographical information about the author, a broader analysis of his/her works, and finally, how our assigned reading by this writer fits into the larger context of African-American culture and its literary canon.

Requirements:

The presentation should also include a works cited page with a minimum of three sources from Wor-Wic databases (or reputable .edu research websites). Each incorporated source must be clearly attributed in the presentation. In addition, the presenter should submit four questions aimed at fostering class discussion immediately after the presentation (although Q&A time is not considered part of the required 15 minutes). An array of mixed media can be used in the presentation (PowerPoint, overhead projections, audio, handouts, etc.), so feel free to be creative and tailor your presentation to meet your own style and needs.

All materials must be typed and a clean copy of all three items (summary, works cited, and questions) is to be provided to each student in the class as a stapled packet. The collection of typed summaries will benefit the class as we prepare for the final exam. This assignment is worth 100 points, or 10% of your overall grade in the course.
### Oral Presentation Evaluation Sheet

**Tavel/ENG 204**

**Student:** _______________________  **Writer:** ____________________________  
**Date presented:** __________________________

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**100 Points Possible (10% of Overall Course Grade)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Not Fulfilled (0-2 points)</th>
<th>Poorly Fulfilled (3-4 points)</th>
<th>Partially Fulfilled (5-6 points)</th>
<th>Satisfactorily Fulfilled (7-8 points)</th>
<th>Masterfully Fulfilled (9-10 points)</th>
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<tbody>
<tr>
<td>1) Provide a concise overview of the personal life of the chosen writer</td>
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<td>2) Enumerate the professional achievements and major literary works by the chosen writer</td>
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<td>3) Relate the chosen writer to his/her contemporaries as well as to literary movement(s), paying close attention to that writer’s personal, social, political, and historical context(s)</td>
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<td>4) Provide a brief analysis of the assigned literary text</td>
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<td>5) Integrate a PowerPoint presentation that guides participants through the talk and reflects academic standards (credible research, accurate MLA citations for quotations, error-free prose, etc.)</td>
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<td>6) Distribute to all members of the class a cleanly formatted handout that contains a brief biographical summary, four discussion questions, and an MLA Works Cited</td>
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<td>7) Maintain an organized and well-paced delivery that adheres to chronological order as well as the 15-minute timeframe</td>
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<td>8) Exude a confident and professional delivery style (volume, pacing, posture, etc.)</td>
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<td>9) Provide four discussion questions which relate the chosen writer to the assigned text(s), the course in general, and American culture in the 21st century</td>
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<tr>
<td>10) Lead an engaging class discussion based on the four discussion questions</td>
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Total Points Earned: _______ / 100

Comments:
HOLISTIC GRADING SCALE FOR ESSAY EVALUATION

6 – Most or all of the writing will be VERY EFFECTIVE (OUTSTANDING), demonstrating CLEAR AND CONSISTENT MASTERY. Writing at this level will display ALMOST ALL of the characteristics listed in the attached criteria with MINOR WEAKNESS in NO MORE THAN ONE of the given categories.

5 – Most of the writing will be EFFECTIVE, demonstrating REASONABLY CONSISTENT MASTERY. Writing at this level will display MOST of the characteristics listen in the attached criteria with MINOR WEAKNESS in NO MORE THAN A FEW of the given categories.

4 – Most or all of the writing will be SATISFACTORY (COMPETENT), demonstrating ADEQUATE MASTERY but lacking in originality or liveliness. It will display MANY of the characteristics listed in the attached criteria with OBVIOUS WEAKNESS in ONE OR TWO of the given categories.

3 – Most or all of the writing will be UNSATISFACTORY (INADEQUATE), but demonstrates DEVELOPING MASTERY. It will lack clarity, support, and/or logic and will display FEW characteristics listed in the attached criteria. It will have OBVIOUS WEAKNESSES in AT LEAST TWO of the given categories.

2 – Most or all of the writing will show LITTLE UNDERSTANDING of the writing process and NEGLIBLE SKILLS as listed in the attached criteria (SERIOUSLY LIMITED demonstrating LITTLE MASTERY). It will have OBVIOUS WEAKNESSES in AT LEAST THREE of the given categories.

1 – Most or all of the writing will FAIL TO COMMUNICATE the writer’s ideas with clarity and effectiveness (FUNDAMENTALLY LACKING demonstrating VERY LITTLE or NO MASTERY). It may often be incoherent, incomplete, and/or inappropriate. It will have MAJOR WEAKNESSES in ALL of the given categories.

CRITERIA FOR ESSAY EVALUATION

I. Content
   A. Thesis statement is precise, interesting, and clearly stated.
   B. Support (reasons and evidence) for the thesis statement is relevant, reliable, and logical.
   C. Introductions and conclusions are appropriate and lively.

II. Organization
   A. Paragraphs are unified and coherent.
   B. Order of paragraphs is logical.
   C. Smooth transitions are present.
   D. All body paragraphs in the essay clearly relate to and support the thesis.
   E. Introduction and conclusion are sufficiently developed.

III. Style
   A. Sentence structure is correct and varied.
   B. Word choice is thoughtful and concise.
   C. Point of view and tone are appropriate and consistent.
   D. MLA format is used correctly for all outside research.

IV. Grammar, Punctuation, and Mechanics.
   No distracting errors exist in the area of grammar, punctuation, and mechanics for Standard American English.
<table>
<thead>
<tr>
<th>Holistic Score</th>
<th>Percent</th>
<th>Points Out of 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>6+</td>
<td>100</td>
<td>150</td>
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<tr>
<td>6</td>
<td>95</td>
<td>143</td>
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<tr>
<td>6-</td>
<td>92</td>
<td>138</td>
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<td>5+</td>
<td>90</td>
<td>135</td>
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<td>5</td>
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<td>4+</td>
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<td>113</td>
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<td>4-</td>
<td>72</td>
<td>108</td>
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<td>3+</td>
<td>70</td>
<td>105</td>
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<td>3</td>
<td>65</td>
<td>98</td>
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<td>3-</td>
<td>62</td>
<td>93</td>
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<tr>
<td>2+</td>
<td>60</td>
<td>90</td>
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<td>2</td>
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WEEKLY COURSE SCHEDULE

Please complete the readings below for the class they are listed and come to each class prepared for a quiz, a lecture, and a spirited discussion of the assigned literary works. It is crucial for you to read the brief author biographies as well, when applicable, to contextualize your studies.

Two Notes: 1) Since our textbook is divided into two volumes, I abbreviate Volume 1 as [V1] and Volume 2 as [V2] to minimize confusion on the calendar below. 2) This calendar is subject to revisions and updates based on the needs of our class, so it is your responsibility to remain up to date with any changes made in the coming weeks.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING ASSIGNMENTS</th>
<th>PAGE NUMBERS</th>
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</table>
| 9/8  | • Overview of course, syllabus, and major assignments  
      • Distribution of Oral Presentation Sign-Up Sheet!  
      *(Note: presentations will run for the duration of the semester)* | |
| 9/15 | ~Introductions~  
      • “A Narrative of the Life…” by Venture Smith  
      • “The Interesting Narrative…” by Olaudah Equiano  
      • A Brief Biography of Phillis Wheatley  
      • Three Poems by Phillis Wheatley  
      (“To the University…,” “On Being Brought…,” & “To S. M…”)* | [V1] xxxv-xlvi  
[V1] 94-110  
[V1] 112-137  
[V1] 137-139  
[V1] 143-148 |
| 9/22 | ~Narratives of Capture: The Middle Passage~  
      • “Incidents in the Life…” by Harriet Jacobs  
      • “Narrative of the Life…” by Frederick Douglass  
      • “Frederick Douglass” by Robert Hayden | [V1] 221-261  
[V1] 326-393  
[V2] 237 |
| 9/29 | ~Oral Traditions~  
      • The Vernacular Tradition  
      • Spirituals  
      • Secular Rhymes and Songs, Ballads, and Work Songs  
      • “O Black and Unknown Bards” by James Weldon Johnson  
      • Assignment of Essay #1 | [V1] 3-10  
[V1] 10-20  
[V1] 20-38  
[V1] 784-785 |
~Up From Slavery: The Civil War & Reconstruction~

10/6
• Literature of the Reconstruction to the New Negro Renaissance, 1865-1919 [V1] 505-520
• excerpts from *Up From Slavery* by Booker T. Washington [V1] 548-579
• excerpts from *A Red Record* by Ida B. Wells-Barnett [V1] 669-679
• A Brief Biography of W.E.B. Du Bois [V1] 679-683
• “Of the Meaning of Progress” by W.E.B. Du Bois [V1] 703-709
• “The Haunted Oak” by Paul Laurence Dunbar [V1] 911-912
• Essay #1 Prewriting Due!!!

~The Great Migration~

10/13
• *Joe Turner’s Come and Gone* by August Wilson [V2] 1205-1251

~The Harlem Renaissance~

10/20
• Harlem Renaissance, 1919-1940 [V1] 929-944
• “The New Negro” by Alain Locke [V1] 973-981
• “If We Must Die” by Claude McKay [V1] 1005
• “Sweat” & “How It Feels to Be Colored Me” by Zora Neale Hurston [V1] 1029-1042
• “Karintha” by Jean Toomer [V1] 1141-1144
  (the opening passage from *Cane*)
• Two Poems by Gwendolyn B. Bennett [V1] 1292-1293
• A Brief Biography of Langston Hughes [V1] 1302-1304
• “The Negro Speaks of Rivers” by Langston Hughes [V1] 1304-1305
• “The Weary Blues” by Langston Hughes [V1] 1307
• “I, Too” by Langston Hughes [V1] 1308
• “Harlem” by Langston Hughes [V1] 1319
• “Theme for English B” by Langston Hughes [V1] 1319-1320

~Modernism: The War Years~

10/27
• Realism, Naturalism, Modernism, 1940-1960 [V2] 93-107
• “The Ethics of Living Jim Crow…” by Richard Wright [V2] 132-140
• “Notes of a Native Son” by James Baldwin [V2] 400-413
• “For My People” by Margaret Walker [V2] 319-320
• “The Mother” & “The Children of the Poor” by Gwendolyn Brooks [V2] 326-327; 333-335
• Essay #1 Due!!!
• Assignment of Essay #2

~A Dream Deferred~

11/3
• *A Raisin in the Sun* by Lorraine Hansberry [V2] 470-530
• Essay #2 Prewriting Due!!!
~We Shall Overcome: Martin & Malcolm~

11/10
• “Letter from Birmingham Jail” 
  by Rev. Dr. Martin Luther King, Jr.  [V2] 592-607
• excerpt from The Autobiography... by Malcolm X  [V2] 565-587

~Say It Loud: The Black Arts Era~

11/17
• The Black Arts Era, 1960-1975  [V2] 533-561
• Three Poems by Etheridge Knight  [V2] 612-617
• “homage to my hips” by Lucille Clifton  [V2] 1127
• “Preface to a Twenty Volume Suicide Note” 
  by Amiri Baraka  [V2] 665
• “The Zebra Goes Wild Where the Sidewalk Ends” 
  by Henry Dumas  [V2] 659-660
• “poem at thirty” by Sonia Sanchez  [V2] 711-712
• “Beware: Do Not Read This Poem” 
  by Ishmael Reed  [V2] 806-807

~NO CLASS ON THURSDAY 11/24—IT’S THANKSGIVING BREAK!~

~Course Evaluations Open in Blackboard on Friday 11/25!~

~Still I Rise: America Today~

12/1
• The Contemporary Period  [V2] 913-929
• “Still I Rise” by Maya Angelou  [V2] 946-947
• “Facing It” by Yusef Komunyakaa  [V2] 1268
• “Equal Opportunity” by Walter Mosley  [V2] 1371-1381
• “Trays: A Portfolio” by Michael S. Harper  [V2] 833-834
• “American Smooth” by Rita Dove  [V2] 1366-1367
• Essay #2 Due!!!

~Dénouement~

12/8
• “A More Perfect Union” by Barack Obama  [V2] 1409-1419
• “My God, It’s Full of Stars” by Tracy K. Smith  [V2] 1512-1515
• Final Exam Review: review periodization & literary terminology

~Course Evaluations Close in Blackboard on Saturday 12/10!~

~FINAL EXAM: THURSDAY, DECEMBER 15TH, 6:30-8:30 P.M.~
(in BH 327, our usual classroom)