



ENGLISH 2050: AFRICAN-AMERICAN LITERATURE

Professor	D. Harlan Wilson
Office	248 Dwyer
Phone	419.586.0317
Email	david.wilson@wright.edu
Websites	www.wright.edu/~david.wilson

COURSE DESCRIPTION

This section of English 2050 studies five classic works of African-American literature. In addition to developing critical thinking and writing skills, you will consider texts as representations of the black experience, concentrating on themes of resistance, oppression, exclusion and identity. Stemming from an oral tradition of storytelling and spirituals, African-Americanism has and continues to be a quest to construct an authentic voice, a virtually impossible feat considering that the African-American community was robbed of its own history. By way of literary identification, online discussions, and writing about secondary criticism, you will look at how some of the most famous African-American authors have engaged with the cultural legacy galvanized by the institution of slavery.

IMPORTANT NOTE: This is an online course with clear deadlines for all assignments; as long as you are attentive to these deadlines, you may work at your own pace. I am available by email and by appointment for personal consultation.

TEXTBOOKS

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. 1845. Second Norton Critical Edition. New York: W.W. Norton & Company, 2016.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. 1861. Second Norton Critical Edition. New York: W.W. Norton & Company, 2018.

Wright, Richard. *Native Son*. 1940. New York: Harper Perennial Modern Classics, 2005.

Ellison, Ralph. *Invisible Man*. 1952. New York: Vintage, 1995.

Butler, Octavia. *Kindred*. 1979. Boston: Beacon Press, 2004.

NOTE: It is essential that you use the editions listed here. Some of your assignments will ask you to read and write about supplementary material in the texts.

COURSE EVALUATION

Course grades will be based on a points system. As I grade your work, Pilot tallies the points so that you may gauge your performance at any time during the semester. At the end of the semester, points will be converted to percentages, and percentages will be converted to letter grades. Here is the grading rubric:

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
0-59.9%	F

WRITING STANDARDS

- A The student's writing is consistently superior and expresses independent thought with grace, clarity and force. Words are used with precision and suited to the purposes of the assignment. Writing is free of mechanical errors in grammar, spelling and punctuation.

- B The student's writing is above average in thought and expression, demonstrating a clear understanding and execution of the assignment's directions; however, it is not consistently superior in depth of thought, effectiveness of development, and mechanical savvy.

- C The student's writing is acceptable as college work but lacks an original, significant purpose or point-of-view. It exhibits inadequate support of generalizations, slipshod or hurried style, poor attention to detail, straying from directions, or mechanical errors.

- D The student's writing meets minimum standards. It is often underwritten and/or marred by confused purpose, lack of organization, repetition of ideas, improper use of words, and frequent grammatical, spelling and punctuation errors.

- F The student's writing does not meet minimum standards.

LEARNING OUTCOMES

English 2050 is part of Element 4 of the Wright State University Core. After completing the course, students should be able to critically analyze significant creative, literary, philosophical or religious works; understand and discuss the complex blend of imaginative vision, sociocultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works; recognize, evaluate and respond to creative, philosophical or religious works; and develop appropriate and ethical applications of knowledge in the humanities or the arts.

INTEGRATED WRITING OUTCOMES

English 2050 is an Integrated Writing course. After completing it, students should be able to produce writing that demonstrates their understanding of course content, is appropriate for the

audience and purpose of a particular writing task, demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and shows competency in standard edited American English.

MULTICULTURAL COMPETENCY OUTCOMES

English 2050 is a Multicultural Competency course. After completing it, students should be able to demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world; apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity; and demonstrate an understanding of contemporary social or ethical issues related to diversity.

ASSIGNMENTS

Each of the five modules in the course pertains to one of our texts. Over the span of three weeks, you will complete three assignments per module, which amounts to one assignment per week. With some exceptions, these assignments will involve the following: [1] identify certain elements in a text, [2] write a short essay, [3] complete an online discussion, and [4] write a summary of critical articles about the text in question. Specific details (including due dates) for each assignment are located on Pilot. Be sure that summaries are written in your own words. If even a small portion of a summary is plagiarized, you will not receive credit. Format all short essays and summaries according to MLA style.

PLAGIARISM

Plagiarism occurs when a writer: [1] copies verbatim from an author without quotation or attempts to disguise the act by selective omissions or alterations; [2] paraphrases from an author without naming the source in the text of the paper or providing a list of references at the end; [3] turns in a paper written by somebody else. As a point of academic integrity, you are required to submit original material of your own creation. Plagiarism of any material is a serious offense and, if established with sufficient evidence, can result in failure of the course or dismissal from the university.

STUDENT SUCCESS CENTER (SSC)



The Student Success Center offers FREE services to help students meet their full potential. Students can find tutoring in any subject, study buddies, one-on-one technology workshops, feedback on writing assignments, and general academic skills coaching. Location: **182 Andrews**. Phone: **419.586.0333**. Web: **lake.wright.edu/ssc**.

Students who use the SSC for help on their writing assignments will be given 10 extra credit points for each visit. You may visit the SSC as many times as you like. At the end of the semester, I will tally and add all extra credit points to your final grade. In order to receive extra credit points, you must turn in all assignments for the course. Call or visit the SSC to make an appointment. If you are a student at the Dayton Campus, you may acquire the same extra credit points by using the SSC in Dunbar Library.

OFFICE OF DISABILITIES SERVICES (ODS)

If a student has a disability that requires special accommodations, it is essential that he or she discuss it with the instructor and the Office of Disability Services before or during the first week of the semester. ODS will work with these students on an individual basis to determine what services, equipment and accommodations would be appropriate regarding their documented needs. Students who qualify for these types of service should initiate contact with the instructor and/or ODS as soon as possible to enable the university to meet their needs. Please call Deanna Springer at **419.586.0366** or email her at **deanna.springer@wright.edu**. For more information, visit the ODS in **182 Andrews**.

CLASS CALENDAR

While you will be working on the same types of assignments for each text, you will of course be thinking and writing about different material. Here is a weekly breakdown:

Module	Schedule
<i>Narrative of the Life of Frederick Douglass</i>	Week 1: Identification Week 2: Discussion Week 3: Summaries
<i>Incidents in the Life of a Slave Girl</i>	Week 4: Identification Week 5: Discussion Week 6: Summaries
<i>Native Son</i>	Week 7: Identification Week 8: Discussion Week 9: Analysis & Summary
<i>Invisible Man</i>	Week 10: Identification Week 11: Discussion Week 12: Summaries
<i>Kindred</i>	Week 13: Identification Week 14: Discussion Week 15: Summaries