Arts and Humanities Division Discussion
Of
New Course Proposal from the English Department
African American Literature

February 15, 2011

The division engaged in little discussion of this proposal, not out of apathy but because the course and the department’s rationale for its addition to the curriculum seemed clear-cut.

The Arts and Humanities Division supports the department’s aim of adding greater diversity to its offerings and the opportunities of study for our students. There was even comment that perhaps we could eventually have an African American Studies track within the American Studies interdisciplinary major.

We noted that current staff are competent to teach the course, although making the course an elective and not a requirement seemed to be wise. Its placement within the American Experience category of the LAE seemed reasonable also. The division voted unanimously to support the proposal.

Respectfully submitted,

[Signature]

Rick Nutt
Arts and Humanities Division Coordinator
Catalog Description: This course examines the major trends in African-American literature, using historical, political, and social contexts. Genres include poetry, fiction, the slave narrative, and drama.

English Department discussion of English 2XX, Tradition of African-American Literature
1 Feb. 2011

The department discussed the formation of a survey course in African-American literature, proposed to us by the VPAA office. We decided it would increase the diversity of voices in our program and fit with diversity recruitment concerns for our rapidly changing student body. We also think the course expands and improves our ability to prepare majors for graduate school. We discussed making it 300-level because of transfer credit concerns but decided that surveys should remain at the 200-level.

We have the expertise in our department to deliver the course but could only offer it every few years due to staffing concerns. Therefore, it should remain an elective, not a requirement. The department thought it would be a good addition to the LAB under American Experience. The vote was unanimous.
Curriculum Change Proposal Form

1) Unit proposing the change:

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course</th>
<th>Course Change</th>
<th>Course Deletion</th>
<th>Program Changes</th>
<th>New Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(include title, credits, description)</td>
<td>Remove a Course</td>
<td>Change to Major</td>
<td>New Degree</td>
<td></td>
</tr>
<tr>
<td>Course to be Cross Listed</td>
<td>Add to LAB</td>
<td>Remove a course that is currently in the LAB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course to be included in LAB</td>
<td>Remove from LAB</td>
<td>Change to LAE (change to the LAE itself)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course included in Major/Minor Requirements</td>
<td>Change in Cross-List Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Course or non-credit workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Curriculum Committee receive & report to faculty
2 30 day faculty review required
3 LAE assessment plan with assessment committee review required prior to CC consideration
4 Full faculty approval required
5 Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: Nov 1, 2012

4. Please provide the following information here or attached:
   a. recommended level: FR SQJIR SR
   b. credit hours: ____
   c. title: [Handwritten text]
   d. requirements it will satisfy: (major, minor, LAB, licensure):
   e. prerequisites or other special conditions:
   f. description of change:
   g. proposed catalog description: [Handwritten text]
   h. Justification for change: [Handwritten text]
   i. staffing considerations:
      (1) can be taught by present staff
      (2) will require additional staff
   j. anticipated frequency of offering:
      (1) every semester
      (2) once a year
      (3) alternate years
   k. resources (facilities, equipment, supplies, library materials, etc.):
5. Signatures:
Department Chair: ______________
(please attach department discussion summary)
Date: 2/18/11

Department Vote:
in favor ___ opposed ___ abstentions ___

Senior Associate Dean, Muskingum Adult Program (MAP): (if applicable) ____________________________
in favor or opposed or abstain (circle one)
(please attach comments)
Date: ___ / ___ / ___

Teacher Preparation Programs [Initial Licensure]: (if applicable) ____________________________
in favor or opposed or abstain (circle one)
(please attach comments)
Date: ___ / ___ / ___

Division Coordinator: ______________
(please attach department and division discussion summaries)
Date: 2/15/11
Division Vote:
in favor 28 opposed 0 abstentions 0

Committee Chair (VPAA) ______________
Date: 2/17/11
Curriculum Committee vote:
in favor 9 opposed 0 abstentions 0

6. Date of Resolution:
(a) 30-day approval period ends ____________________________
(b) date of faculty meeting for consideration ____________________________

NOTE: See APAP section 110 for more information regarding changes to curriculum.
Proposed Survey Course in African-American Literature

Course Description:
This course examines the major trends in African-American literature, using historical, political, and social contexts. Genres include poetry, fiction, the slave narrative, and drama.

Proposal (see course proposal form)
It is proposed that this course be an elective within the English major, and an option in the LAB under the American Experience category.

LAB Assessment Plan

Course: ENGL 2XX  Tradition of African-American Literature

Writing Unit: Y / N

Instructor: Donna Edsall

Methods: Assessment questions embedded in course exams
LAB Category: American Experience

Goal 1: Muskingum students will develop skills in perception, analysis and expression.

Proposed Objective: Students will develop the ability to analyze and respond critically to questions related to major concepts covered in the class.

A. Student work examined.

Questions that are designed to have the students think about and respond to authors' texts and major literary movements will be embedded in the exam.

B. Scoring Criteria.
Answers will be graded on a four-point rubric (see below).

<table>
<thead>
<tr>
<th>Accuracy/Relevance of Information</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents accurate Information that reasonably pertains to the topic; answers all parts of the question.</td>
<td>Presents accurate Information that reasonably pertains to the question; answers most of the question.</td>
<td>Presents information that is nearly totally accurate but has either one major error in factual information or multiple minor errors in factual information.</td>
<td>Presents Information that contains multiple major errors in factual Information; fails to answer most of the question.</td>
<td></td>
</tr>
<tr>
<td>Depth of Critical Thinking</td>
<td>Engages in excellent critical thinking with regard to concepts by effectively analyzing, synthesizing, and/or evaluating information</td>
<td>Engages in good critical thinking with regard to concepts. An effort is made to analyze, synthesize, and/or evaluate information</td>
<td>Engages in some critical thinking with regard to concepts by either regurgitating learned information or by failing to synthesize, analyze or evaluate information</td>
<td>Engages in limited critical thinking with regard to concepts by either regurgitating learned information, misunderstanding connections, or by inaccurately analyzing or evaluating information</td>
</tr>
</tbody>
</table>
Course Description: This course examines the major trends in African-American literature, using historical, political, and social contexts. Genres include poetry, fiction, the slave narrative, and drama.

Course Objectives:
Students should be able to
- Discuss the content of texts by various African-American writers
- Analyze the structure of a given text for its plot and format, its culture/social relevance, and its contribution to the literary canon.
- Identify significant social and cultural contexts for the works surveyed.
- Discuss how the authors' life experiences influenced their works.
- Recall and match important African-American writers with their works.

Course Structure/Approach: Because of the lengthy body of literature to get through in a short period of time, this course is largely lecture-based. Students are encouraged to ask questions! In some cases, students will be encouraged to develop and practice their oral communication skills by reading aloud. Short response papers may also be used to encourage students to develop their critical thinking and effective writing skills.

Major Units Covered
- Oral Tradition/Vernacular
- Days of Slavery/Slave Narratives
- Reconstruction
- Harlem Renaissance
- Modernism
- Black Arts Movement
- Contemporary Black Literature

Handouts as required.

Requirements:
1. Attendance. Regular attendance is required. You are allowed three unexcused absences without penalty, but you are advised to think about it before you skip class. Each day we will be covering a key author, a key text, and/or a key concept. If you are absent, for whatever reason, you are required to continue with the reading and to come to class prepared. It is your responsibility to find out what you missed and to make it up. Check Blackboard and your reading schedule.
2. Two tests. We will have two exams during the semester. These will be a mixture of short answer and essay. The short answer format asks you to provide informed definitions and to demonstrate factual knowledge of the material assigned. The essays will require you to demonstrate and practice the skills of effective written communication, including coherence,
clarity, organization, support, and unity, along with good grammar, spelling and punctuation, as well as a command of the content area.
3. Two papers of 3-4 pages each. The topics will be given to you later in the semester.
4. An annotated bibliography on some aspect of African-American literature (Choose from the topics given in the attached handout.)
5. Quizzes over the reading as necessary.
6. Final Exam. We will have a comprehensive final exam.

Grading:
Two papers at 100 points each.................................200
Two tests at 100 points each.................................200
Annotated bibliography......................................100
Quizzes..................................................................as necessary
Final exam..............................................................200

Disability Statement
Any student who wishes to request an accommodation is responsible to contact the Disability Education Office (DEO) to discuss his/her specific needs and the process to receive reasonable accommodation. Please contact the DEO, located in the Center for Advancement of Learning in Montgomery Hall 223 or call 740-826-8280 to arrange an appointment as soon as possible. At the appointment, the procedure to coordinate accommodations will be discussed. You can also find information about the process for accommodation on the web at http://www.muskingum.edu/home/cal/ada.html

Student Success Center. If you have trouble on your first exam or thereafter, please get tutoring at the Student Success Center. Tutoring is free.