



### *African American Literature* | ENGL 2135 | Fall 2016

<b>Class Location:</b>	560	<b>Days   Time:</b>	TR 1100-1215
<b>Instructor:</b>	Dr. Kendra N. Bryant	<b>E-Mail Address:</b>	kendra.bryant@ung.edu
<b>Office Location:</b>	311B		@DrKendraNBryant
<b>Office Hours:</b>	MW 12-2   TR 1230-130		<a href="http://www.drknbryant.com">www.drknbryant.com</a>

#### UNG's Course Description

*African American Literature* is a survey of African American texts from the slave narrative to contemporary poetry and fiction, exploring issues of identity and political and social agency. The course involves reading, analyzing, and interpreting significant texts within their historical, social, and cultural contexts. **Pre-requisite: ENGL 1102 or ENGL 1102H with a grade of C or higher.**

#### Dr. Bryant's Course Description

*African American Literature* is an introduction to Black genius via poetry, creative nonfiction, fiction, and drama by and about African American people. In light of the #blacklivesmatter movement, *African American Literature* intends to articulate the humanity of Black people while focusing on what Zora Neale Hurston has termed "Negro expressions." While this course fails to give significant attention to Black music, *African American Literature* will introduce students to some noteworthy musical selections at the semester's end.

#### Course Objectives

Through class meetings and out-of-class preparation, students should expect to do the following:

1. Integrate personal response, summary, and critical analysis into a standard midterm essay
2. Reflect on the Self in relationship to the Other
3. Develop critical reading, thinking, writing, listening, and visual skills
4. Engage in regular class discussions
5. Compose creative responses to texts

#### Required Textbooks| Resources

- *The Wiley Blackwell Anthology of African American Literature | Volume 2: 1920 to the Present.* Ed. Gene Andrew Jarrett, 2014.
- Journal or spiral notebook

#### Method of Instruction

- Students will be assigned daily readings from either their Blackwell anthology or the Internet that they are expected to actively read and annotate.
- Students will engage regular writing tasks that include reader response and critical analysis.
- Students will participate in regular class discussion re: assigned readings.

- Students will be regularly quizzed on their assigned readings, which include author biographies.

### Accountability Groups

Students will be placed in groups of four that will not only serve as their mini discussion group, but as their accountability groups. In these groups, students will be their “brothers/sisters keeper,” if you will. Students should call on the members of their groups to maintain their studies and assignments. Students will also engage in peer exercises and small in-class discussions with group members.

### D2L

Students are strongly encouraged to check D2L on a daily basis. Here, students will find the class syllabus, memorandums and handouts, as well as assignment instructions. I will also use D2L to inform students of any unforeseen class cancellations and updates.

### Grading

Final grades will be based on the following weights (and are subject to change):

Assignment Category	Percent of Total Grade
Response 1 to Creative Nonfiction	15%
Response 2 to Poetry	20%
Response 3 to Fiction	25%
Final Response	30%
Miscellaneous (quizzes, homework, discussion)	10%

### Grading Criteria

All assignments will be given letter grades. Directions and grading rubrics will for each writing assignment will be distributed and discussed in class. Please note that I will be using UNG’s grading scale. A=Excellent, B=Good, C=Satisfactory, D=Poor, and F=Failing.

### Disabilities

The University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. (Disabilities include but are not limited to: learning barriers, medical concerns, or mobility concerns). Students who require accommodations and services must register with Disability Services and submit supporting documentation. Students who suspect they may need accommodations may also want to follow up with the office. Student Disability Services provides accommodation notifications for eligible students to give to their instructors. Students are responsible for providing the “Accommodations Letter” to the instructors and must give reasonable prior notice of the need for accommodation.

### Deadlines

Deadlines for submitting written work will be strictly observed. I will not accept late class work or homework assignments, but will consider accepting late **final graded assignments**. Late graded assignments must be submitted the day the absent student returns to class. However after **two absences**, students will not be given such an allowance. Quizzes must also be made up the day the student returns to class. Quizzes will be given during my scheduled office hours, but if students cannot make up quizzes during my scheduled office hours, they must make arrangements to make up their quizzes in the Writing Center. **Note: Students are responsible for retrieving missed assignments and homework/classwork practice by way of D2L and/or their accountability groups. I do not accept any work via email submissions.**

### Religious Holidays

Students are excused from class for major observances of religion, which need to be brought to my attention by the second week of class.

### Plagiarism

Students should see <http://ung.edu/dean-of-students/student-code-of-conduct/article-3-proscribed-conduct.php> for UNG's Conduct Standards re: plagiarism and consult with me if they have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

### Notes and Tapes of Lectures

Selling notes or tapes of class lectures is not permitted.

### Classroom Policies

- Disruptive behavior will not be tolerated. What does that mean? Basically, please respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness.
- All cell phones must be **turned to vibrate or silent**. I expect the same etiquette one might use at a business meeting. If students must use their cell phones, please step outside. Similarly, be wise about laptop/tablet use. While I don't mind if students bring their laptops/tablets to class, I expect students to pay attention during class lecture or class discussion.
- **Attendance** is mandatory; however, students are permitted two absences which cover sickness, special holidays, and documented emergencies. Students are encouraged to email or phone **their classmates** to find out what happened in class the days that they are absent. *Note: I do not reteach lessons just because a student was absent. In addition, I do not respond to emails that ask that I do so. Finally, an email explaining student absences is unnecessary.* Class is a mere 50-75 minutes long. Be on time.
- **Preparation:** Please come prepared for class. Have something to write with and write on. Bring materials and resources DAILY. Bring any due assignments. Bring your voice—your opinions, your confusions, your questions, your successes. Be awake. Be present.
- **Participation:** There are individual and group tasks that must be done. There are no “spectator” roles—at least not all of the time. Students are expected to be active participants in all of their work, which include actively reading and actively listening.
- **Timely Completion:** Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me to resolve the problem before it is too late to do anything about it.
  - Students **SHOULD NOT** attempt to argue for or submit late work that ignores the required deadlines and late submission procedures.
  - Students **SHOULD NOT** attempt to conference with me about their grades two weeks before the semester ends.
- **Emails:** I am not available to receive emails 24/7. However, I will respond to them Monday through Thursday until 5 p.m. I will not respond to emails over the weekend. **Also, all emails should be formally and thoroughly written to include a greeting, a body, as well as a proper closing. Emails that are not professionally written—which include following the rules to standard American grammar, punctuation, and capitalization—will not receive my response.**
- **FINANCIAL AID, TRANSPORTATION & PARKING, JOBS, and TECHNOLOGY:** “Excuses are the tools of the incompetent used to build monuments of nothing; those who dwell upon them seldom amount to anything.” Student financial aid, transportation, job, and

technology issues **are not** my issues. Students will be graded on their performance. The End. So please, take responsibility and accountability.

**Writing Center**

UNG has an excellent free tutoring center available for anyone who would like help with any aspect of writing. Visit the WC website at <http://ung.edu/writing-center/> for additional information.

**Emergency Plans**

In the event of an emergency, it may be necessary for UNG to suspend normal operations. During this time, UNG may opt to continue delivery of instruction through methods that include but are not limited to: D2L, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the *myung* site for each class for course specific communication, as well as the main UNG, College, and department websites, and emails, for important general information.

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*Please detach this portion of your class syllabus, and submit it to your instructor.*

**I have read and understood my syllabus for ENGL 2135, Fall 2016. My initials placed at each section of the syllabus serves as my confirmation that I have read and am agreeing to its terms.**

**By signing below, I also give Dr. Kendra N. Bryant permission to use any of my work—including class discussions—in her research.**

Print Name \_\_\_\_\_

Sign Name \_\_\_\_\_ Date \_\_\_\_\_

Weekly Assignments **(Note: Chapter readings and assignments are subject to change.)**

WEEK	Chapter Reading	Assignments
August 23 25	<b>Dona Marimba Ani:</b> Excerpt from "Let the Circle Be Unbroken" <b>Zora Neale Hurston:</b> Excerpt from "Negro Expressions"	Review Class Syllabus, Class Introductions
August 30 September 1	<b>Amiri Baraka:</b> "The Myth of a 'Negro Literature'"	<b>(Reading and understanding Creative Nonfiction)</b>  Creative Nonfiction
September 6 8 <b>(Monday, Labor Day   classes suspended)</b>	<b>W.E.B. DuBois:</b> "Criteria of Negro Art"	Creative Nonfiction
September 13 15	<b>Langston Hughes:</b> "The Negro Artist and the Racial Mountain"	Creative Nonfiction
September 20 22	<b>Audre Lorde:</b> "Poetry Is Not A Luxury"	Creative Nonfiction
September 27 29	<b>Phillis Wheatley:</b> "On Being Brought from Africa to America" <a href="https://www.poetryfoundation.org/poems-and-poets/poets/detail/phillis-wheatley">https://www.poetryfoundation.org/poems-and-poets/poets/detail/phillis-wheatley</a>  <b>Paul Laurence Dunbar:</b> "We Wear the Mask" <a href="https://www.poetryfoundation.org/poems-and-poets/poets/detail/paul-laurence-dunbar">https://www.poetryfoundation.org/poems-and-poets/poets/detail/paul-laurence-dunbar</a>	<b>(Reading &amp; understanding poetry)</b>  Poetry  <b>Response 1 Due</b>
October 4 6	<b>Claude McKay:</b> "If We Must Die"  <b>The Last Poets:</b> "Niggers Are Scared of Revolution" <a href="http://www.allmusic.com/artist/MN0000090018/biography">http://www.allmusic.com/artist/MN0000090018/biography</a>  <a href="http://genius.com/The-last-poets-niggers-are-scared-of-revolution-annotated">http://genius.com/The-last-poets-niggers-are-scared-of-revolution-annotated</a>  <b>Maya Angelou:</b> "Still I Rise" <a href="https://www.poetryfoundation.org/poems-and-poets/poets/detail/maya-angelou">https://www.poetryfoundation.org/poems-and-poets/poets/detail/maya-angelou</a>  <a href="http://poemhunter.com/poem/still-i-rise/">http://poemhunter.com/poem/still-i-rise/</a>  <b>Margaret Walker:</b> "For My People" <a href="https://www.poetryfoundation.org/poems-and-poets/poets/detail/margaret-walker">https://www.poetryfoundation.org/poems-and-poets/poets/detail/margaret-walker</a>	Poetry
October 11 13 <b>Friday, Last day to withdraw from classes</b>	<b>Langston Hughes:</b> "The Negro Speaks of Rivers"  <b>Nikki Giovanni:</b> "EgoTripping"	Poetry

	<p><a href="https://www.poetryfoundation.org/poems-and-poets/poets/detail/nikki-giovanni">https://www.poetryfoundation.org/poems-and-poets/poets/detail/nikki-giovanni</a></p> <p><a href="http://genius.com/Nikki-giovanni-ego-tripping-there-may-be-a-reason-annotated">http://genius.com/Nikki-giovanni-ego-tripping-there-may-be-a-reason-annotated</a></p> <p><b>Mari Evans:</b> “Who Can Be Born Black?”  <a href="https://www.poets.org/poetsorg/poet/mari-evans">https://www.poets.org/poetsorg/poet/mari-evans</a></p> <p><a href="http://poemhunter.com/poem/who-can-be-born-black/">http://poemhunter.com/poem/who-can-be-born-black/</a></p> <p><b>Helene Johnson:</b> “Sonnet to a Negro in Harlem”</p>	
October 18 20	<p><b>Maya Angelou:</b> “On the Pulse of Morning”  <a href="http://genius.com/Maya-angelou-on-the-pulse-of-morning-annotated">http://genius.com/Maya-angelou-on-the-pulse-of-morning-annotated</a></p> <p><b>Amiri Baraka:</b> “Somebody Blew Up America”  <a href="http://genius.com/Amiri-baraka-somebody-blew-up-america-annotated">http://genius.com/Amiri-baraka-somebody-blew-up-america-annotated</a>  <i>(Note: See Blackwell pp. 613 for poet bio)</i></p> <p><b>June Jordan:</b> “Calling on All Silent Minorities”</p> <p><b>Michael S. Harper:</b> “Deathwatch”</p>	Poetry
October 25 27	<b>Zora Neale Hurston:</b> “The Back Room”	<p><b>(Reading &amp; understanding fiction)</b></p> <p>Fiction</p> <p><b>Response 2 Due</b></p>
November 1 3	<b>Octavia Butler:</b> Excerpt from “Kindred”	Fiction
November 8 10	<b>Toni Morrison:</b> “Recitatif”	Fiction
November 15 17	<b>Edwidge Danticat:</b> “New York Day Women” in <i>Krik? Krak!</i>	Fiction
November 21-24 <b>(Fall Break   classes suspended)</b>	<b>Alice Walker (Steven Spielberg):</b> <i>The Color Purple</i> Note: See Blackwell anthology for author bio pp. 733	Fiction/Film
November 29 December 1	<b>Ntozake Shange:</b> Excerpt from <i>for colored girls who have considered suicide/when the rainbow is enuf</i>	Drama <b>Response 3 Due</b>
December 6 8 <b>(Last Week of Class)</b>	Musical Selections: from Negro Spirituals to Gangsta Rap	Music
December 12-16 <b>(Finals Week)</b>		<b>Final Composition</b>