

General Education Course Submission Form

Date of Submission: 9/3/2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input checked="" type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: English

Course Prefix and Number: ENG 264-XXX Credit hours: 3

Course Title: Major Black Writers

Expected Number of Students per Section: 25 Course Required for Majors in your Program? no

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

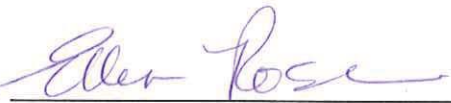

Name: Matthew Giancarlo Email: matthew.giancarlo@uky.edu

Office Address: 1305 POT Phone: 257-1587

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 9/2/2010
Dean: Anna R. K. Bosch  Date: 9/3/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

Course narrative for English 264 "Major Black Writers"

I. Background, scope, delivery

Each semester, ENG 264 (cross-listed as African American Studies 264) serves up to seven class sections of UK students. Now the faculty of the English Department proposes to update and adapt ENG 264/AAS 264 to the new parameters of "Inquiry in the Humanities" under our new General Education Curriculum.

ENG 264 is an introductory survey course that exposes students to a diverse body of literary texts, and to the social and historical factors that influenced the publication and contemporary critical reception of these texts. For example, antebellum African-American literary texts such as Frederick Douglass's *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1845) and Harriet Jacobs's *Incidents in the Life of a Slave Girl* (1861) emerged during the Slave Era, one of the most volatile and divisive periods in American history. Teaching these texts, then, requires that instructors pay a great deal of attention to watershed historical, legal, and political events such as the 13th, 14th, and 15th Amendments to the United States Constitution, the Fugitive Slave Law of 1850, and the 1857 Dred Scott v Sanford court case, and more.

It is to such issues and texts, from the United States, Africa, and elsewhere, that English 264/ Africana Studies 264 is addressed as a class focusing on Major Black Writers. English 264 is a broadly-based reading class with a strong emphasis on analytical writing and critical thinking skills. It is a multi-section course with multiple instructors teaching individual syllabi. Each section of ENG 264/AAS 264 will be unique in its texts and particular topical emphasis. But all sections will focus on the traditions of African American authorship and the writing of the African Diaspora, and all sections will emphasize the same core skills and competencies. Each section of ENG 264/AAS 264 introduces students to a diverse body of literary and historical texts that are the focus for analysis and composition. The classes thus require a significant amount of reading, discussion, and analytical writing. So in addition to surveying a range of prominent black literary production, the emphasis of ENG 264/AAS 264 will be squarely on developing students' own skills of critical reading and critical thinking, as well as fostering their expertise in college-level analytical writing.

ENG 264/AAS 264 will be delivered by English Department staff including tenure-line faculty, lecturers, and graduate students. The multiple sections of the class will be guided by the Director of Undergraduate Studies with the assistance of a designated deputy. These directors will be responsible for vetting the individual syllabi (to maintain proper adherence to Senate Syllabus guidelines, equity of workload, and appropriate pedagogical emphasis), and for advising instructors. The English Department is committed to providing multiple sections of ENG 264/AAS 264 each semester to meet the needs of English majors, Africana Studies majors, and students fulfilling their General Education distributional requirements.

II. Learning outcomes

In accordance with these goals, all sections of ENG 230 will be oriented towards producing the following student learning outcomes:

1. students will *read and analyze* works of literature from across several genres of African American writing and works of the African Diaspora, including dramas, novels, essays, memoirs, poetry, and more;
2. students will *learn and employ* the terminology and categories of literary analysis appropriate for these different literary genres and writing styles;
3. students will *draft, compose, and revise* at least two substantial essays, for a total of at least *fifteen pages* of writing, with specific emphasis on the skills needed to *devise theses, craft arguments, and use supporting evidence* for the development of analytical interpretations;
4. students will learn to *identify and assess* appropriate supporting materials, scholarly resources, and contextual documents for forming arguments and opinions about literature;
5. where appropriate, students will *collaborate* on group analytical projects and *produce* presentations for both written and oral media;
6. where appropriate, students will also develop assessed work in *alternative media* (e.g. multimedia or social media) and information technologies;
7. where appropriate, in quizzes and examinations students will *demonstrate mastery* of the assigned reading, terminology, and analytical procedures of literary study.

III. Engagement and assessments

For evidence of active engagement and for the purposes of feedback and course improvement, the ENG 230 teaching faculty will employ regular student exercises and assignments (e.g., response papers; blog and chat entries; quizzes; assigned discussion topics; etc.). The Director of Undergraduate Studies and staff will also monitor student engagement as appropriate. For teacher assessment, General Education assessment, and SACS assessment, student essays and other significant coursework products—as well as student evaluations of the course—will be regularly evaluated.

ENGL
264

University Senate Syllabi Guidelines

General Course Information

- ✓ Full and accurate title of the course.
- ✓ Departmental and college prefix.
- ✓ Course prefix, number and section number.
- ✓ Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- ✓ Instructor name.
- ✓ Contact information for teaching/graduate assistant, etc.
- ✓ Preferred method for reaching instructor.
- ✓ Office phone number.
- ✓ Office address.
- ✓ UK email address.
- ✓ Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- ✓ ^{OK} Reasonably detailed overview of the course.
 - ✓ Student learning outcomes.
 - ✓ Course goals/objectives.
 - ✓ Required materials (textbook, lab materials, etc.).
 - ✓ Outline of the content, which must conform to the Bulletin description.
 - ✓ Summary description of the components that contribute to the determination of course grade.
 - ✓ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- ✓ Final examination information: date, time, duration and location.
 - ✓ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
 - ✓ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
 - ✓ Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- ✓ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- ✓ Policy on academic accommodations due to disability. Standard language is below:
 - ✓ If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- ✓ Attendance.
- ✓ Excused absences.
- ✓ Make-up opportunities.
- ✓ Verification of absences.
- ✓ Submission of assignments.
- ✓ Academic integrity, cheating & plagiarism.
- ✓ Classroom behavior, decorum and civility.
- ✓ Professional preparations.
- ✓ Group work & student collaboration.

(sample syllabus)
ENG 264-XXX Major Black Writers
This course offers General Education credit for "Inquiry in the Humanities"

Instructor: XXX
Office: XXX
Office Hrs: XXX
Contact: office & phone: XXX
UK email (preferred): XXX
Class meeting time: XXX

Course Overview of ENG 264-XXX:

This section of English 264 is an introductory survey of African-American literary texts that represent and explore what it means to be black and "American." We will read literary texts from 1901 to the present that reveal how American identities are informed by race, class, and gender. Specifically, we will consider how African-American literature has evolved and significantly influenced various social and political movements in this country, such as Emancipation and Reconstruction, the Harlem Renaissance, (black) feminism, and Hip Hop.

Course goals:

As an introductory survey of African-American literary texts, English 264 has three aims:

- 1) to acquaint students with canonical and non-canonical writers in the African-American literary tradition;
- 2) to hone essay-writing, and critical thinking/reading skills; and
- 3) to develop an appreciation for literary texts from different cultures

Learning outcomes:

Towards these goals, English 264 will be oriented towards producing the following specific outcomes:

- each student will *read and analyze* works of literature from across several genres, including dramas, novels, essays, and poetry
- each student will *learn and employ* the terminology and categories of literary analysis appropriate for different literary genres
- each student will *draft, compose, and revise* at least two substantial essays, for a total of at least *fifteen pages* of writing, with specific emphasis on the skills needed to *devise theses, craft arguments, and use supporting evidence* for the development of analytical interpretations
- students will *assess* supporting materials, scholarly resources, and contextual documents
- in quizzes and examination(s) students will *demonstrate mastery* of the assigned reading, terminology, and analytical procedures of literary study.

Required Texts:

Charles Chesnutt, *Marrow of Tradition* (1901)
Nella Larsen, *Passing* (1929)
Richard Wright, *Uncle Tom's Children* (1936)
Zora Neale Hurston, *Their Eyes Were Watching God* (1937)
Toni Morrison, *Sula* (1973)
Walter Mosley, *Devil in a Blue Dress* (1990)
Paul Beatty, *The White Boy Shuffle* (1996)
Suzan Lori-Parks, *Venus: A Play* (1997)
(Additional readings students are responsible for downloading from Blackboard)

Assignments and Grading:

Assignments:

Final grades will be determined as follows:

Class Participation	15%
1 st essay (4 pages)	10%
2 nd essay (5 pages)	15%

3 rd essay (6 pages)	20%
Midterm Exam	20%
Final Exam	20%

CLASS PARTICIPATION: This is not a lecture course; rather, it is discussion-based. In other words, participation is **MANDATORY**. This is a reading and writing intensive course and I expect every student to come to class prepared having read all of the assigned materials and ready to participate. You are responsible for the success of our class discussions and you will be required to participate on a daily basis. Given the structure--one that requires lively, insightful discussion by all participants--the success of this class depends a great deal on the regular attendance of each class member. To that end, attendance is **MANDATORY**. Frequent in-class writing assignments and pop quizzes will be factored into the class participation grade. **NOTE: Laptop computers are not permitted in class. Moreover, students texting, or using cell phones for the internet, etc., during class will receive a zero for class participation.** Finally, a note on civility: please respect your classmates during class discussions. It is acceptable to disagree, but please do so in a courteous and respectful manner.

ESSAYS: You will write three essays in this course. Each essay assignment will require you to do a close reading/analysis of a specific passage or to analyze themes, characters, and events in literary texts by developing and defending a thesis. I will provide you with a handout and specific guidelines for each essay. There will be mandatory, in-class peer review sessions before each essay is due.

Exams: Two exams are required in this course: a midterm and a final. The exams in this course will cover key terms and passages from the literary texts we have read. I will give you detailed instructions about how to prepare for the exam throughout the course, as well as an extensive study guide sheet.

Grading: Grading will be on a 10% scale (A=100%-90%, B=89%-80%, etc.). Essays will be given letter grades which will be averaged as follows: A+ = 98%; A = 95%; A- = 92%; B+ = 88%, B = 85%, B- = 82%, etc. Each essay will then be factored into the total grade according to the grade percentage assigned to it.

Policies and Responsibilities:

Attendance and absences: Each student is permitted 3 absences without penalty. After that, each unexcused absence will result in a reduction of 5% from the final grade. *Please note that being more than 10 minutes late to class will count as an unexcused absence in this class.* Missing more than 9 class meetings (20% of our class) constitutes automatic failure. For the University's absence policy, see §5.2.4.1 and §5.2.4.2 of Part II of *Student Rights and Responsibilities* at <<http://www.uky.edu/StudentAffairs/Code/part2.html>>. The instructor reserves the right to verify absences according to University policy.

Late Work Policy: Assignments are due on the day indicated on the course schedule. Each day of lateness results in a full letter-grade penalty. Late work for excused absences will be accepted according to University policy. Documentation is required to make up in-class writing assignments and quizzes. Finally, punctuality is required. You are expected to come to class on time and to stay for the entire period. Any work missed due to tardiness or early departure cannot be made up.

Plagiarism: Part II of *Student Rights and Responsibilities* (<http://www.uky.edu/StudentAffairs/Code/part2.html>, §6.3.1) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Disabilities: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email

address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Office hours: My regular office hours this semester are XXX, and I am available by appointment. My office is in XXX. The one-on-one time with your instructor in office hours can be valuable. I strongly urge you to take advantage of my office hours to discuss readings and essay ideas; don't come by only when you have serious problems.

COURSE SCHEDULE

NOTE: This is a tentative schedule; I reserve the right to make any necessary changes, which may include deletions and/or additions.

DATE	READING ASSIGNMENT	DUEDATES
Jan. 14	Introduction to the course; Phillis Wheatley's "On Being Brought from Africa to America" (handout)	
Jan. 19	No Class: Martin Luther King, Jr. Holiday	
Jan. 21	Charles Chesnutt's "Her Virginia Mammy" (handout)	
Jan. 26	Chesnutt's <i>The Marrow of Tradition</i> (1901) to page 83	
Jan. 28	Chesnutt's <i>The Marrow of Tradition</i> to page 153	
Feb. 2	Chesnutt's <i>The Marrow of Tradition</i> to page 247	
Feb. 4	Chesnutt's <i>The Marrow of Tradition</i> to page 329 (finish the novel)	
Feb. 9	Nella Larsen's <i>Passing</i> (1929) pages 9-47	
Feb. 11	Larsen's <i>Passing</i> (finish the novel)	
Feb. 16	Zora Neale Hurston's "Sweat" (1926)—handout	Draft of Essay #1 Due
Feb. 18	Hurston's <i>Their Eyes Were Watching God</i> (1937) chapters 1-7	
Feb. 23	Hurston's <i>Their Eyes</i> chapters 7-13	
Feb. 25	Hurston's <i>Their Eyes Were Watching God</i> (finish the novel)	Essay #1 Due
March 2	Richard Wright's <i>Uncle Tom's Children</i> (1936)—"The Ethics of Living Jim Crow, An Autobiographical Sketch" and "Big Boy Leaves Home"	
March 4	Wright's <i>Uncle Tom's Children</i> , "Long Black Song"	
March 9	Wright's <i>Uncle Tom's Children</i> , "Down by the Riverside"	
March 11	Midterm Exam	Midterm Exam
March 16	Mid-term notification: grade sent to Registrar by this date No Class: Spring Break	
March 18	No Class: Spring Break	
March 23	Toni Morrison's <i>Sula</i> (1973) to page 85	Midterm Grade Notification
March 25	Morrison's <i>Sula</i> (finish the novel)	Draft of Essay #2 Due
March 30	Walter Mosley's <i>Devil in a Blue Dress</i> (1990) pages 45-96	
April 1	Mosley's <i>Devil in a Blue Dress</i> pages 97-167	
April 6	Mosley's <i>Devil in a Blue Dress</i> (finish the novel)	
April 8	Paul Beatty's <i>The White Boy Shuffle</i> (1996) pages 5-41	Essay #2 Due
April 13	Beatty's <i>The White Boy Shuffle</i> pages 45-125	
April 15	Beatty's <i>The White Boy Shuffle</i> pages 129-164	
April 20	Beatty's <i>The White Boy Shuffle</i> (finish the novel)	
April 22	Suzan Lori-Parks's <i>Venus: A Play</i> (1997) to Scene 25	Draft of Essay #3

		Due
April 27	Parks's <i>Venus</i> to Intermission--Scene 16	
April 29	Parks's <i>Venus</i> to Scene 10: Footnote #9	
May 1	Parks's <i>Venus</i> (finish the play)	Essay #3 Due

Final Exam: date and location TBA by University Exam Schedule

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: ENG 264-XXX



Proposal Contact Person Name: Matthew Giancarlo Phone: 7-1587

Email: matthew.giancarlo@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
English Dept. Chair	9/2/2010	Dr. Ellen Rosenman / 7-1292 / rosenma@email.uky.edu	
Arts & Sciences Dean		Dr. Mark Kornbluh / 7-1375 / kornbluh@uky.edu	
		Anna R. K. Bosch / 7-6689 bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	12/07/2010	Sharon Gill	<small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=University of Kentucky, ou=Undergraduate Education, email=shgill@uky.edu, c=US Date: 2011.01.03 16:15:01 -0500</small>
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

This course is submitted as a part of the General Education Curriculum reform. The only change is its adoption as a Gen Ed "Inquiry in the Humanities" course.

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.