



COURSE OUTLINE

Outline Status: Outline Update (ECD 9764); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: ENGLISH**
3. **COURSE NUMBER: 234**
4. **COURSE TITLE: AFRICAN-AMERICAN LITERATURE I**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course surveys African American literature, which documents and interprets the Black experience in the United States. The course offers both chronological and thematic coverage of literary content, and identifies significant authors and their work in the various literary genres, including autobiography and the essay. The course examines the relationship of this literature to individual struggles and social issues of Black Americans.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course surveys African American literature, which documents and interprets the Black experience in the United States. The course offers both chronological and thematic coverage of literary content, and identifies significant authors and their work in the various literary genres, including autobiography and the essay. The course examines the relationship of this literature to individual struggles and social issues of Black Americans.

8. **INITIAL COLLEGE APPROVAL DATE: 1986**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**

Prerequisite validation; cross list with AFRO AM 20, African-American Literature I

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	English	101	Reading and Composition	3	11/17/09

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1. Overview of African American literature, including its African roots and the vernacular tradition. a. building cultural capital	3	1. Analyze, interpret, and evaluate African-American poetry, drama, and prose-- including fiction, autobiography, and other significant non-fiction writings.
2. Introduction and/or review of literary terms essential to thinking critically and analytically about literature. a. plot b. characterization c. diction d. figurative language e. theme f. setting and tone g. conflict h. point of view	21	2. Demonstrate familiarity with salient African influences, i.e. geography, languages, folktales, beliefs on the origin and development of African American literature. 3. Identify and discuss some of the most important works of major African American writers.
3. Reading, analysis and interpretation of genres in African American literature. a. Poetry (including spirituals) b. Autobiography and slave narrative c. Anti-slavery expository writing d. Fiction (folktales, short story, novel) e. Literary criticism (including black aesthetics and socio-cultural approaches) f. Non-fiction g. Essay h. Speeches	9	4. Describe the evolution and stages of African American writing beginning with vernacular tradition through the stages its of development contextualized in the African American historical experience. 5. Employ critical approaches that illuminate the aesthetics and issues of black American literature. 6. Apply conventional literary terms to discuss, describe, and evaluate African American literary texts.
4. Major black writers and their noteworthy achievements. a. Earliest writers (Lucy Terry, Jupiter Hammond, Phillis Wheatley) b. Autobiographers (Frederick Douglass, Harriet Jacobs, Booker T. Washington) c. Poetry (Paul Laurence Dunbar, Langston Hughes, James Weldon Johnson, Nikki Giovanni) d. Fiction (Wallace Thurman, Richard Wright, Zora Neale Hurston, Ralph Ellison, Langston Hughes) e. Non-Fiction (W.E.B. DuBois, Alain Locke James Baldwin, Malcolm X) f. Drama (Lorraine Hansberry, George Wolfe) g. Speeches (Sojourner Truth, Martin Luther King Jr., Malcolm X)	3	7. Recognize and employ the perspectives of African American critical and literary movements to analyze and interpret texts. 8. Identify, discuss, and assess the recurrent themes, unique character types, literary devices, and socio-cultural motifs in African American literature. 9. Compare the themes, character types, literary devices, and socio-cultural motifs in African American literature with those of mainstream American literature and/or literature of the African Diaspora. 10. Use of language in African American literary works.

<p>5. Development of African American writing in historical and cultural context. a. Vernacular tradition b. Literature of slavery and the struggle for freedom c. Literature of the Reconstruction d. Harlem Renaissance e. Realism, Naturalism and Modernism f. Black Arts Movement g. Contemporary black voices</p>	<p>6</p>	
<p>6. Critical approaches to reading and writing about African American literary texts, such as Biographical, Sociological, New Historical, and Postcolonial. a. Literary Criticism 7. African American literary criticism and movements. a. Langston Hughes, <i>The Negro Artist and the Racial Mountain</i> (Harlem Renaissance) b. Richard Wright, <i>Blueprint for Negro Writing</i> c. James Baldwin, <i>Protest Novel</i> d. Black Arts Movement 1960-70 e. Contemporary Feminist Perspectives (Nikki Giovanni, Maya Angelou, Toni Morrison)</p>	<p>5</p>	
<p>8. Assessing recurrent themes, socio-cultural motifs, literary devices, and character types in African American literature. a. Black American struggles for freedom, equality, dignity and identity. b. Use of dialect, folktale motifs, and figurative language c. Trickster in various guises</p>	<p>4</p>	
<p>9. Broad comparisons of African American literature and other literatures of the African Diaspora and/or mainstream American Literature a. DuBois vs. Locke b. Martin Luther King, Jr. vs. Malcolm X</p>	<p>3</p>	
Total:		54
Total Hrs In Protocol:		54

1. (cont'd) LAB:

<p>COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class.</i>)</p>	<p>Hours per topic</p>	<p>COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)</p>
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Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Identify and explain, in writing, the aesthetic aims and socio-cultural perspectives of African American authors.	1, final essay	see attached rubric for SLO #1 or SLO #2 (In addendum)	spring 2010	
2. Describe and evaluate, orally and in writing, the major periods, themes, and achievements of African American literature	2, final essay			

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Black Voices: An Anthology of African American, Abraham Chapman, 2001;
The Ways of White Folks, Langston Hughes, 1990;
The Blacker the Berry..., Wallace Thurman, 2008

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Students will be responsible for researching individual authors covered in the course and presenting short biographies to the class. In addition, students will create brief in-class, on-demand writings that compare and contrast views of the 20th and 21st century writers. Black Voices: An Anthology of African-American Literature, Abraham Chapman, 2001; The Blacker the Berry by Wallace Thurman, 2008; The Ways of White Folks by Langston Hughes, 1990.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

1. Analysis of literary devices in a slave narrative, such as the autobiography of Frederick Douglass 2. Interpretation of character in a story such as Long Black Song by Richard Wright or Their Eyes Were Watching God by Zora

Neale Hurston. 3. Analysis of imagery in folktales by Zora Neale Hurston in Every Tongue Got to Confess by Zora Neale Hurston.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

1. Library and Internet research resulting in oral and written classroom reports. 2. Analysis of literary devices in a slave narrative, such as the autobiography of Frederick Douglass 3. Interpretation of character in a story such as Long Black Song by Richard Wright or Their Eyes Were Watching God by Zora Neale Hurston. 3. Use of the folktale in Every Tongue Got to Confess by Zora Neale Hurston

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

1. All analytic and interpretive writing assignments, such as an interpretation of the opening chapter of Ralph Ellison's Invisible Man. 2. Reading and discussion of literary criticism and theory, such as Langston Hughes' "The Negro Artist and the Racial Mountain" and James Baldwin's "Everybody's Protest Novel". 3. The research paper, synthesizing and evaluating both primary and critical sources.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Written assignments, essays, a research paper, brief in-class written interpretations, oral presentations, and a final exam

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

Collaborative student activities, attending a live dramatic performance

9. SUPPLIES:

List the supplies the student must provide.

Classroom supplies

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students use the computer to type papers, to add visuals to oral presentations, and conduct research

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students locate, evaluate and employ relevant information.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

The works selected will focus on the African American experience within the broader American culture, and will also reflect other diversity issues, such as gender.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.

- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a restricted elective portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

English AA - Program: 150100 State ID: 02879

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: c. Humanities Approval

Approval Date: before 1990

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Plan A and Plan B

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date: before 2000	c. Transferable to the California State University: Yes d. College Approval Date: before 1990
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 3B : Humanities b. Date Requested: 12/1/00 c. IGETC Approval Date: 12/1/01</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: C2 : Humanities b. Date Requested: before 1990 c. CSU Approval Date: before 1990</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: No

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** English and Foreign Languages
2. **DEPT/DIVISION CODE:** 04
3. **SUBJECT CODE:** 399
4. **SUBJECT ABBREVIATION:** ENGLISH
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** AFRI-AMER LIT 1
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)'.': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **Yes**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

AFRO AM 020 - AFRICAN-AMERICAN LITERATURE I

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned: e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **1501.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 4/11/86	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. **ORIGINATOR: Turner-Odom, Sabrena**

2. **DEPARTMENT: 04**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

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Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Sioban Dillon	11/23/2009
Originator	Date
Sioban Dillon	11/23/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Dan Walden	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/23/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

African-American Literature Rubric and Assessment Sheet, SLO #1 and #2

Learning Outcome: The student can identify and explain, orally and in writing, the aesthetic aims and socio-cultural perspectives of African-American authors.

Each performance area is rated on a scale of 1 to 4, with 4 being best.

Performance Area	Highly Proficient 4	Proficient 3	Limited Proficiency 2	Needs Work 1	(Rating)
Content and Development a. unity b. consistency c. clear POV d. evidence e. elaboration	Content is accurate, focused, and consistent; exhibits control in development of ideas; unified with a fresh insight	Content is somewhat accurate and fairly clear; offers solid but less accurate reasoning; contains some appropriate details and/or examples	Content is somewhat vague OR only loosely related to task; at times may be off topic OR too broad with limited support	Content unclear; lapses in coherence OR no relation to task; offers simplistic, undeveloped support for ideas	
Organization and Structure a. thesis b. audience c. introduction, body, conclusion d. transitions	Method of organization is well-suited to thesis; clear intro, body, and conclusion with effective transitions	Organization supports thesis and purpose; sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas	Poorly organized OR demonstrates serious problems with progression of ideas	
Mechanical Conventions a. spelling, grammar, punctuation	Essentially error free	Has some mechanical errors	Repeated weaknesses in mechanics; pattern of flaws	Mechanical errors so severe that writer's ideas are hidden	
Critical Thinking a. precision b. depth c. accuracy d. logic	Skillfully evaluates information gathered from observation, experience, reflection, or reasoning	Adequately demonstrates reasonable relationships among ideas	Simplistic analysis of complex issue; limited clarity and complexity of thought	Insufficient reasoning and lacks complexity of thought	
Presentation a. power-point b. MLA format c. hand-outs	Looks neat and professional	Looks neat, but violates one or two formatting rules	Looks fairly neat, but violates some formatting rules	Looks untidy and does not follow formatting rules	

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: ENGLISH 234, African-American Literature I
(Course to which pre/corequisite/advisory applies)

Check Applicable Box

- Prerequisite: **English 101: College Reading and Composition I**
- Corequisite:
- Advisory:

A. Target Course Entry Skills: Course & Number, Title; ENGLISH 234

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Write effective prose in essays off 350 words in class and 500-1000 words outside of class, 6-12 essays for a total minimum of 8,000 words.
2. Read, analyze, evaluate and discuss (both orally and in writing) information in assigned essays and literary works. Apply logic and objectivity to oral and written responses.
3. Locate, interpret, and organize pertinent information to be used in class work leading up to the research paper.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:
Course & Number, Title; ENGLISH 101

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

A. In writing,

1. Produce effective prose in at least two essays of 350 words (in class) and 500-1000 words (out of class), 6-12 essays.
2. Compose strong sentences free from major errors in grammar, mechanics, and word usage.
3. Sustain unified and coherent argument throughout essays through clear main point and sub-topics, effective transitions, and use of key words and synonyms.
4. Demonstrate substantial thought appropriate to the topic of each essay by use of representative and numerous examples, references to authority, and strong logic and exact word choice.
5. Find, evaluate and integrate secondary sources to support their original thesis in the multi-source paper.
6. Document sources correctly to avoid plagiarism, using MLA style sheet.

B. In reading,

1. (7.) Identify thesis and key supporting points (either stated or implied) in texts.
2. (8.) Recognize and describe elements of sound reasoning, including strength/weakness of underlying assumptions.
3. (9.) Recognize fallacies and other textual deficiencies, such as inadequate support or unverified facts.
4. (10.) Describe author's subject, tone, purpose, and audience.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

*Validation requires at least one match of each entry skill with any exit skill(s).

COURSE & NUMBER—ENGLISH 234

Course Title—African-American Literature I

Entering Skills of Target Course

**COURSE & NUMBER—ENGLISH 101
Course Title—College Reading and
Composition I**

	1	2	3	4	5	6	7	8	9
1	X								
2	X								
3		X							
4		X							
5			X						
6			X						
7			X						
8		X							
9		X							
10		X							

Was validation achieved? YES or NO

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Sioban Dillon Title: Chair, Acting Initial: SD Date: 11/23/2009

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Sioban Dillon 11/23/2009

Initiator Date

Sioban Dillon

Department Chairperson Date

Linda Larson-Singer 11/17/2009

Curriculum Chairperson Date