

ENG 215: Ethnic (African) Literature Syllabus

Anderson University, Anderson, SC

Course Information:

Course Title: Ethnic (*African*) Literature (3 Credit Hours)

Course Description: This is a cross-genre survey of African literature, film, and culture. The continent of Africa is home to many countries, peoples, customs, languages and culture: this cultural diversity is reflected in the form and content of its literature. The diversity and range of issues involved in our texts will help us to gain valuable insights into the relationship between literature and society, especially how African literature represents the changing conditions in the continent. Writer's whose works will be studied in this class include Chinua Achebe, Wole Soyinka, Athol Fugard, Tsitsi Dangarembga, Ngugi wa Thing'O, Mariama Ba, and Niyi Osundare.

About the Course: This is a fully online course, starting from **Monday, May 16, 2016** and ending on **July 3, 2016**. The due dates for assignments, papers, and discussions will be posted on Canvas, so make sure you check in and participate in our course site regularly.

Prerequisite: ENG 102 or equivalent

Instructor Information:

Name: **Dr. Kolawole Olaiya**

Office: **003 Watkins (Basement)**

Telephone: **864-231-2156 (office), 864-553-8421 (mobile)**

Office Hours: Available on Skype or mobile phone by appointment. Please email to set up.

Email address: kolaiya@andersonuniversity.edu (All email correspondence between instructor and student will occur with assigned campus email addresses. Emails to instructor must have a subject heading, a salutation, a body, and an end.

Course Purpose, Goals and Specific Learning Outcomes:

This course is designed to help students

1. read, analyze, evaluate, and appreciate African Literature.
2. gain knowledge and insights into the thought, values, and customs from different parts of Africa; and
3. develop speaking skills and become competent analytical writers.

Specific Learning Outcomes: At the end of the course, students should be able to:

- Identify and characterize select contemporary authors of African literature;
- Contextualize major works, themes, and genres historically and aesthetically;
- Demonstrate their command of academic English and the tenets of sound composition by means of a thesis-driven analytical essay;
- Conduct independent research and incorporate secondary source materials purposefully, logically, and in appropriate MLA style.

- Demonstrate a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

Methods of Assessing Achievement of Student Learning Outcomes: *

Proportional Value of Each Component

Weekly objective quizzes, writing and responses to other students' postings 40%

Research Paper 20%

Midterm Exams 20%

Final Exam 20%

Your final grade will be determined from the grades on weekly objective quizzes, writing, and responses to other students' postings, the midterm, the research paper and the final.

*** Note: To pass this course, you must complete all assignments.**

Student Feedback and Grading Policies and Procedures:

I suggest that you email me if you need help or advice, and/or if you want to discuss your progress in the class. Please note that punctuation, spelling, mechanics, and conventions of writing will affect your grade.

Grading Scale for the Department of English:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0- 59%

Content Outline:

This course will focus on reading, analyzing, and writing about African literature, film, and culture. Seriousness of academic and writerly purpose requires an emphasis on apt language, grammatical correctness, unity, coherence, clarity of thought, logical development, awareness of audience, engagement with the subject, and voice. *Voice* refers to the writer's personality, style, and personal vision.

Methods of Instruction:

The methods of instruction will include lecture, online discussion and presentations, video presentations, cooperative learning, quizzes (multiple questions) research paper writing, mid-term and final exams that include objective and essay questions.

Required Texts:

In addition to the primary texts, we will read critical essays by selected authors published in peer-reviewed journals and scholarly books. This will expose us to the ways different critics have engaged with the texts on our reading list. Here is the reading list:

Achebe, Chinua. *Things Fall Apart*

Ba, Mariama. *So Long a Letter*

Dangarembga, Tsitsi. *Nervous Conditions*

Fugard, Athol. *Sizwe Bansi is Dead*

Ngugi wa Th'ingO. *The River Between*

Soyinka, Wole. *Death and the King's Horseman*

Osundare, Niyi. *Pages from the Book of the Sun: New and Selected Poems*

STATEMENT ON DISABILITIES AND ACADEMIC

ADJUSTMENTS: If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact Dr. Dianne King, Director of the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the

Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Plagiarism: A serious offense, which may result in receiving an F in the course. Please read “Academic Honesty and Dishonesty” in your handbook.

Tentative Schedule:

[REDACTED]

|

[REDACTED]

|

[REDACTED]

1

[REDACTED]

1

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

1

[REDACTED]

Suggestions:

1. Do not use or cite Wikipedia in your work. Few professors are impressed by Google research.
2. Rarely define a word by quoting from a dictionary, especially an online one.
3. Prefacing a statement with “In my opinion” or “I think” merely makes it informative, not persuasive.

LEARNING FACILITIES AND RESOURCES: Students who require assistance with assignments should contact the instructor and/or seek help at the college Writing Center. Secondary research should be conducted at the college library.

Discussion Forum Rubric*

Initial Discussion Forum Posts (70-0 possible points)

Points	Excellent 70-63	Good 62-56	Acceptable 55-49	Needs further work 48-0
Relevance of Post	Post consistently demonstrates knowledge of the content of the assigned reading(s) and	Post incorporates some of the knowledge of content of assignment	Post occasionally strays off topic but still touches on the major areas of	Post is either off topic or does not provide substantial information that is relevant to the discussion. The post fails to bridge connections between the reading(s) or assigned material(s) to the discussion forum post.

	d incorporates relevant material into the discussion	(readings or relevant materials related to the discussion)	the readings or other relevant material	
Reference and support	Post incorporates supporting evidence into the conversatio n by way of examples, illustrations, personal experience, and/or support comments	Post incorporates adequate supporting evidence into the conversatio n by way of examples, illustrations, personal experience, and/or support comments	Post incorporat es supporting evidence into the conversati on by way of examples, illustrations , personal experience , and/or support comments, but needs more.	Post fails to incorporate supporting evidence into the conversation by way of examples, illustrations, personal experience, and/or support comments
Crafting and Conventions	Post is clear and concise. It offers creative word choices and sentence structure. Free of grammatical or spelling errors.	Demonstrat es effective word choice and sentence structure. Contains some grammar errors.	At times offers awkward word choice and/or sentence structure. Surface correctnes s needs attention (grammar).	Post offers ineffective word choices and/or sentence structure, which detracts from meaning. Does not employ tone that is appropriate to academic audience. Does not demonstrate a mastery of correctness and competent use of language. Errors present a barrier to the reader.

Peer Response Posts (10-0 points x 3 response posts = 30 total possible points)

	Excellent 10-8	Good 7-6	Needs work 5-0
Follow-up Postings	Post advances the discussion and contributes new information into the discussion from the reading(s) or assigned materials (PowerPoint presentations, videos, or Web links, etc.)	Post brings in some new ideas and relevant information into the discussion from the reading(s) or assigned materials (PowerPoint presentations, videos, or Web links, etc.)	Post does not enrich the discussion or contribute any new information.
Crafting and conventions	Consistently uses the correct grammar. Excellent word choice and sentence structure.	Follows the rules of grammar but has some grammatical errors. Effective word choice and sentence structure.	Post offers ineffective word choices and/or sentence structure, which detracts from meaning. Does not employ tone that is appropriate to academic audience. Does not demonstrate a mastery of correctness and competent use of language. Errors present a barrier to the reader.