

## PROPOSING A WRITING-INTENSIVE COURSE

### Information about the person submitting the proposal:

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Department: **Africana Studies**

College: **A&S**

### Information about the course:

Course Title: **Advanced Studies in Africana Literature**

Course Number: **AFST 350A**

Course description (*Bulletin* copy is fine): **This course offers advanced study of the literature of one or more peoples of the African diaspora. Examples might include literature of Africans, African Americans, Afro-Hispanics or Afro-Asians.**

Has this course been offered before?

Yes, but not as a Writing Intensive course

No

Is this course a Gen Ed course?

Yes, carrying the A designation

No

Has this course been approved by the relevant curriculum committees in your College/School?

Yes

No

Curricular Information:

- 1.) How many students will typically enroll in this course? **20** If the ratio between the students enrolled in the course and the instructor(s) charged with providing feedback is greater than 20:1, please explain.

How does this course's WI emphasis support the academic and programmatic goals of the University or College/School curriculum? **As an A course, AFST 350A: Advanced Studies in Africana Literature, continues to develop students aesthetic awareness and ability to interpret forms of cultural expression intelligently and critically. Writing is a primary form in which such analysis is conducted and demonstrated, and the primary form in which it is evaluated.**

After consultation with the Department Chair or Program Director, please explain how this course enhances or complements the regular curricular offerings of the department or program and how the course will be scheduled to avoid conflicts with other course offerings and rotations. **This course is one of a series of courses designed to equip minors with a disciplinary understanding (it is part of a menu of courses required for the minor). It is part of the regular course rotation and is not a special course being offered in addition to the regular curriculum. Therefore, avoiding conflicts with other course offerings and rotations will not be an issue.**

Please answer each of the following.

- 1.) What are the writing-related learning goals for students in this course? What do students typically know about writing (or what can they typically do with writing) before they come to this class, and what do you expect them to learn over the course of the semester? **Students have typically completed ENGL 101 and come from a variety of disciplines. They are, for the most part, equipped with strong writing skills but need to learn how to use those skills in the analysis of narratives focusing on cultures throughout the African diaspora. In this course, students will develop their abilities to understand, describe, and express ambiguity and nuance, to identify the source of various opinions expressed, and to select and organize relevant detail in relationship to textual narratives with an Africana focus/perspective.**

- 2.) How is information literacy incorporated in this course? (In other words, in what ways will students be finding, evaluating, and incorporating outside source material into their written texts.)

**Cultural/Historical Report: For this assignment, students are required to write a 5 page report that synthesizes 10 or more different online and library sources from our resource webpage on Bb. Each student selects a topic and research the cluster of online links for that topic.**

**Reading Journal: Students will keep a reading journal where they comment upon the readings, class discussion, and information presented during the oral presentations based on the Cultural/Historical Reports. Students will describe their reactions to assigned readings**

by answering reading prompts/questions designed to help them find out exactly how they feel about the characters; gain insight about the theme and plot; and expand their overall enjoyment of the literature. In this way, the students will learn to reflect upon and reframe literary ideas and concepts through the act of writing.

**Cultural Character Analysis Essay:** This assignment requires students to write a 5-7 page character analysis. The student selects one character and analyzes that character in some detail based on what he/she says and does and on what the narrator or others say about him/her. As part of their analysis, students are required to select an interesting idea from their Cultural/Historical Reports, explain it, and show how it helps us understand better the role of the selected character in relationship to the novel as a whole. The focus should be kept on how the idea from the Cultural/Historical Report applies to the protagonist and/or the novel, not on it applied in the Cultural/Historical Report.

- 3.) How much will students' written assignments count toward the final grade?
- 4.) How is revision incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions? **This course will include in-class discussion of revision strategies; the use of previous writing assignments (Cultural/Historical Report and Reading Journal) that may be parsed and incorporated into their Cultural Character Analysis Assignment; work on drafts of substantial essays/reports before submission of revised drafts for grades; and detailed feedback on all writing assignments.**

**Approvals:**

- Writing Program Director
- Chair of the Department
- Curriculum Committee of (circle one)    A&S                      Business                      Music
- University General Education Committee, as necessary
- UCCAP