Learning Community One:
From Africa to the Americas
Fall ___________ Spring______

HI 130 – African American History
History Instructor ______________________
Office __________ Telephone ____________
Email address __________________________

Office Hours: Mon ________________
Tues ________________ Wed ________________
Thurs ________________ Fri ________________

EN 112 – Essentials of Writing II (JUMP)
English Instructor ______________________
Office __________ Telephone ____________
Email address __________________________

Office Hours: Mon ________________
Tues ________________ Wed ________________
Thurs ________________ Fri ________________

RE 112 – Essentials of Reading II (JUMP)
Reading Instructor ______________________
Office __________ Telephone ____________
Email address __________________________

Office Hours: Mon ________________
Tues ________________ Wed ________________
Thurs ________________ Fri ________________

ACADEMIC AFFAIRS VISION: Students will graduate B-CU as transformative leaders with complex cognitive skills; practical knowledge and competency; an appreciation of human differences; and an integrated sense of identity and civic responsibility that prepares them to live successfully within a multicultural and global community.

Prerequisite: Reading placement test and a satisfactory writing sample.

Descriptions of Courses:

History – HI 130 African American History is a survey of the history of African Americans. This course takes into consideration the African background; the enslavement of Africans in the Caribbean and in the United States; the efforts of African descendants to achieve freedom and equality after slavery, and significant events of the twentieth century.

English – EN 112 Essentials of Writing II provides the necessary language skills for college English courses with emphasis on grammar, sentence structure, spelling, punctuation, and Standard English usage. This course also uses African American Literature to teach early writing and literary forms of writers of African descent. The periods covered are from the beginnings of African American Literature- the Oral Tradition to Contemporary African American Literature.

Each student who successfully completes the course requirements while earning a grade of A, B, or C will receive credit for EN 131 – College English.

Reading – RE 112 Essentials of Reading II is designed to develop literal and critical reading comprehension and critical thinking and reasoning skills. African American readings from the History and English class are used to teach these skills. The same African American Literature time periods are taught simultaneously in History, English and Reading encouraging students to synthesize information covered. The critical reading component of this course is designed to introduce and/or review critical reading skills. This class uses a textbook to advance critical reading and critical thinking skills through guided discussion and oral and written reports. Special attention will be placed on developing analytical and interpretive skills necessary in completing the General Education program.

Each student who successfully completes the course requirements while earning a grade of A, B, or C will receive credit for RE 260 – Critical Reading.

Required Textbooks & Materials:

English and Reading

History

1 set Headphones – 1/8-inch plug, 4-foot cord

4 - Blue Examination Books

Course Objectives:**

History - Upon completion of this course, the student will have an understanding and appreciation of the significant persons and events of the African American experience. The student will have gained some inspiration and encouragement from the courage and sacrifices of those who furthered the ideals of Frederick Douglass, Dr. Martin L. King, Jr., and so many others. Through the successful completion of this course, the student should be able to:

1) Discuss the anthropological and historical evidence of early humans and advanced civilizations in Africa.
2) Describe the nature of pre-colonial African social, economic, and political systems.
3) Discuss the origin and development of the African slave trade.
4) Explain comparative slave systems in Latin America, the Caribbean, and the U.S.
5) Describe the role of African Americans in the exploration and development of America.
6) Explain the nature and the causes of the institution of African slavery in the U.S.
7) Describe the issue of slavery as a major cause of the American Civil War.
8) Discuss the efforts, successes, and failures of African Americans to achieve full citizenship following the Civil War.
9) Describe the rise and impact of the segregation era.
10) Describe the forces that organized to combat 20th century discrimination and segregation.
11) Discuss major social and political movements in the African American experience.
12) Discuss major African American personalities and movements in the 19th and 20th centuries and their impacts and influences.

**English -** The grammar objectives for the English course are that upon completing this course the student should be able to:
1) Maintain agreement between subject and verb;
2) Use proper case form;
3) Use adjectives and adverbs correctly;
4) Place modifiers correctly;
5) Identify and avoid fragments, comma splices, and fused sentences;
6) Use standard punctuation, spelling and grammar;
7) Maintain agreement between pronoun and antecedent;
8) Develop cohesive paragraphs with a topic sentence and supporting details;
9) Identify a topic sentence in a paragraph;
10) Maintain parallelism when writing about parallel ideas;
11) Identify the parts of a basic essay; and
12) Conjugate both regular and irregular verbs.

**Reading –** At the end of the reading course, the students should demonstrate proficiency in literal and critical reading skills. The student should be able to:
1) Identify the main idea;
2) Identify supporting details;
3) Recognize relationships within sentences and paragraphs;
4) Distinguish between fact and opinion;
5) Recognize inferences;
6) Determine an author's purpose;
7) Determine an author's tone;
8) Recognize bias within various types of writings;
9) Identify word parts and vocabulary in context; and
10) Apply critical reading and thinking skills to studying and learning in college and beyond.

**Please refer to the EN 112, EN 131, HI 130, RE 112 and RE 260 syllabi for the Student Learning Outcomes Matrices.**

**Requirements of the Course:**
1) Students must purchase books for class by the second week of class. No exceptions.
2) Students are required to complete all lab assignments.
3) Students are required to work in the Reading lab a minimum of 2 hours each week. This is in addition to the scheduled one-hour lab class. Students are required to report to the English Lab during their scheduled time.
4) Students are required to complete all class assignments.

5) Class participation is required. Students must present projects (individually or with a group) and participate in all activities.
6) Prompt class attendance is compulsory for all students. Tardiness and absences will result in lower grades earned.
7) “Excused absences” include those absences incurred by the student’s participation in College or class-sponsored activities. Absences are excused with proof of illness with official documentation from physician or other documented reasons. All excuses must be presented to instructor when student returns to class. NO EXCEPTIONS!
8) Every student is responsible for informing instructor(s) of impending absence(s) from class when the student has such information. Student must complete all make-up work within 48 hours after returning to class.
9) The syllabus/outline is a contract between the teacher and the student. The teacher reserves the right to adjust this syllabus/outline as warranted to enhance the development of student’s literal and critical reading and thinking skills.

**Additional Requirements for History**
Each student is expected to attentively attend every class; to have read all assigned readings prior to class meeting; and to use the Socratic Method of Reasoning while engaging in class discussions, presentations, and debates. Each student will daily bring and maintain a class journal/notebook; make oral and written presentations; and enjoy learning.

**Requirements for Credit:**
**EN 112**
Score 6 on the exit essay
Earn passing score on grammar exit test
Earn a grade of “C” or above in class work
Must take Jump essay exam

**EN 131 - JUMP**
Score 7 on the exit essay
Earn passing score on grammar exit test
Earn a grade of “B” or above in class work
Earn a “C” or above on the Jump essay exam

**RE 112**
Score 12.5 or higher on standardized reading test
Earn a “C” or above in class work
Must take Jump essay exam

**RE 260 - Jump**
Score 12.5 or higher on standardized reading test.
Earn a “B” or above in class work.
Pass Jump Essay with a grade of “C” or better.

**Exit Standards:**
Student must have an overall average of 70% or better on all class quizzes, graded homework, creative project, and the midterm and final exams for both courses. Student must have regular attendance in the English and Reading labs and class. **No unexcused absences.**
Student must have earned the established passing score on EN 112 grammar and essay tests.
Student must score 12.5 or higher on standardized reading test.
Student must pass the Jump Essay with a grade of “A”, “B”, or “C”.

A grade of “S” means that the student has successfully completed all requirements for EN 112 and/or RE 112.

A grade of “NR” means that the student has not successfully completed all requirements for EN 112 and/or RE 112. This student must repeat the course.

A grade of “A”, “B”, or “C” means that the student has successfully completed all requirements for EN112 and EN 131 and/or RE 112 and RE 260. This student will “jump” EN112 and/or RE 112 and receive college credit for EN 131 - College English I and/or RE 260 – Critical Reading

Only English and Reading courses are eligible to jump.

Technology:
Additional readings taken from websites will be assigned by the instructor. The instructors will give the students detailed information in order to access these readings. The students must print copies of the readings to use in class.

All Jump classes are designated as Hybrid Courses. A hybrid course means that the instructor will post information and assignments on the class Blackboard site. The students are responsible for logging onto the class blackboard site on a daily basis.

Instructional Methods:
The instructional methods used for these courses will include lecture, Socratic Method of Reasoning, class discussion/debate, audio-visual materials (including primary source speeches, readings, and music), internet research/presentations, class journals/notebooks, and oral and written “instructional quizzes”. Student use of the internet will be essential for research and presentations.

English Evaluation of Student Performance:
Attendance (Class and Lab) 10% or 100 pts.
Essays 15% or 150 pts.
Quizzes, Homework & Journal 15% or 150 pts.
Mid-term Exam 15% or 150 pts.
Final Exam 30% or 300 pts.
Creative Project 15% or 150 pts.

Total 100% or 1000 pts.

Reading Evaluation of Student Performance:
Homework / Essays 10% or 100 pts.
Attendance (Class and Lab) 10% or 100 pts.
Quizzes 15% or 150 pts.