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ABSTRACT
This study examined curriculum and instructional strategies that would address the educational needs of African American males in a college composition course. Traditional roles of didactic teacher expecting students to absorb facts are unbefitting for African American males. As I began teaching a composition course, with a predominant population of African American male students, I understood the modern curriculum model was ineffective in engaging students and developing academic and personal potential. I searched for another curriculum, which accommodated Afrocentric ideals of the African American community and the learning styles of the men. Central to Afrocentric values are cooperation, a spirit of collectivity, relationships, and respect; these values can be incorporated into a post-modern approach to curriculum development for a college composition course. The question, ‘What is College Level Writing’ posed by Sullivan and Tinberg, provided four principles that college writing possess. These principles were used to evaluate whether components of Afrocentric and Doll’s curriculum supported college writing
skills. Hip hop is one literary life experience to utilize in the classroom. The learner is asked to reflect, interact and question cultural and academic concepts through discussions and student based learning. Incorporation of Afrocentric ideals through dialogue, alternative viewpoints and information strengthen instruction and learning. Doll encourages thinking and self-identity growth. By utilizing Doll post-modern curriculum, Sullivan’s four principles of college composition and Afrocentricism for my African American male students, I am able to design a culturally responsive pedagogy.

**Thesis Statement:** To develop, implement, and evaluate a culturally appropriate yet academically challenging English composition course for incarcerated African American offenders who have successfully completed requirements for the G.E.D.