



SENATE COMMITTEE ON CURRICULAR AFFAIRS

COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
Talley V Kayser	tvk4	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(ENGL 183Z) Adventure Literature

Course Information

Cross-Listed Courses:

Prerequisites:

ENGL 15; ENGL 30 OR (ENGL 137H, ENGL 138T)

Corequisites:

Concurrents:

KINES 1Z; OR RPTM 1Z

Recommended Preparations:

Abbreviated Title: Adventure Lit

Discipline: General Education

Course Listing: Linked

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 4.5

Repeatable: YES

Maximum Total Credits: 12

Department with Liberal Arts Undergraduate Studies (UPLA_LAUGS)

Curricular Responsibility:

Effective Semester: Upon Approval

Travel Component: YES

Description Of Travel Component: Students and faculty travel to 1-4 sites over the course of the semester. Students interview authors, activists, and residents who guide us through local landscapes and enhance our critical thinking, integrative thinking, and ethical reasoning about the texts. Students also explore wild areas relevant to the course in order to better analyze and respect the landscape, ecology, and social/natural histories that inform literature. REASON COURSE IS LISTED AS REPEATABLE: Various iterations of ENG 183Z offer students opportunities to explore environmental literature in different places, cultures, and contexts. For example, the "Cape Cod Literature" iteration of ENG 183Z covers different material than the "Wilderness Literature" iteration of ENG 183Z; a student who takes both courses will engage entirely different texts, assignments, and travel experiences. In the 18 years this program has existed, many students have opted to take multiple Adventure Literature courses to deepen their experience of place-based and environmental literature.

Course Outline

A brief outline or overview of the course content:

ENG 183Z couples critical analysis of place-based literature with real-world experience of place, including experience of wilderness. In the classroom, students analyze works of poetry, fiction, and nonfiction (including history, theory, and scientific articles) that examine a specific region and/or environmental question. In the field, students enhance their understanding by physically exploring the environments that inspire these texts, as well as meeting authors, activists, and other stakeholders who enhance their understanding of the iterative relationships between place and literature.

In both contexts, students examine how natural and social pressures work together to shape literary traditions and texts, and critically engage with writing that probes the relationship between humans and their environments. Through a series of close reading and writing assignments, students learn to identify and compare the diverse values systems that inform literature of place, synthesize information from multiple knowledge domains, and articulate their own values about place and environment from a textually informed perspective.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

In service of durability across multiple Adventure Literature courses, the below topics are broad in scope; descriptions of each topic help clarify appropriate content for each unit. Courses vary in credit value; students complete 45 hours of work per credit offered.

Introduction to American Nature Writing (2 weeks). Students read, discuss, and compare examples of canonical American nature writing for a broad survey of American attitudes toward and strategies for writing about nature.

Introduction to Place (3 weeks). Students read, discuss, and categorize texts of historical, literary, and scientific significance to the specific natural environment or region of study. The object is to understand significant geological and historical events that shape both the place/environment in question and human attitudes toward it.

Perspectives on Place (3 weeks). Students read, discuss, and evaluate works of fiction, poetry, and nonfiction (including scientifically informed texts) from different values communities that explore human relationships with and responsibility to the specific natural environment or region of study. The object is to identify and articulate diverse perspectives about the relationships

between humans, places, and the natural world as they are expressed in diverse literary forms.

Ethical Reasoning and Place (3 weeks). Having traveled to and explored the region in question and interviewed authors, activists, and experts with a stake in the local environment, students synthesize information across disciplines as they interrogate the impact of different values-based positions on the place/environment.

Writing Place: Integrating Reading and Experience (4 weeks). Students showcase their ability to integrate knowledge across disciplines. Students draw from both their readings and their in-field experience to articulate, in writing, the ethical principles they personally apply to the natural and social community, and evaluate how those principles affect the health of the community.

Course Description:

Adventure Literature (ENG 183Z) students not only read Thoreau, but like him, they travel to the mountains, the river, or the seashore; they hike, climb, and/or kayak; they interview residents with a stake in the area; and they synthesize their experiences through writing. In this course, students analyze works of fiction, poetry, and nonfiction (including scientific and historical texts) that interrogate human relationships with a specific natural environment or region. As part of the course, students visit the region that inspires that literature—they explore its wild places on foot and/or by water, and meet authors, activists, and experts invested in its continued legacy. The course combines physical adventure with intellectual rigor; students of all majors will hone their writing and close reading abilities, enhance their analytical and integrative thinking skills, and gain unique insight into diverse US values, traditions, beliefs, and customs rooted in place and environmental practice. This linked course is listed concurrently and must be taken with KINES 1Z/RPTM 1Z (Outdoor Pursuits) in the same semester.

The name(s) of the faculty member(s) responsible for the development of the course:

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City:

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Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

At the close of ENG 183Z, students will be able to:

- identify how writers represent a specific region and/or environment in the United States through close reading of fiction, nonfiction, and poetry.
- consider how "place" shapes and is shaped by its inhabitants, including human communities with different values systems and perspectives.
- synthesize knowledge across multiple domains—from literary history to hydrology—and apply it to understanding conflicting narratives of place and environment.
- not only exchange ideas (both verbally and in writing), but also comprehensively explore ideas, texts, and experiences before accepting or formulating conclusions.
- recognize and communicate their own ethics of place, nature, and/or community, both verbally and in writing.

- understand how experience can, like a book, serve as a “text” in an academic course, and how physical and intellectual education in conjunction can produce a more powerful educational experience.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Various evaluation techniques will be used to assess students' progress in ENG 183Z. These techniques include, but are not limited to: reading quizzes, content exams, film responses, critical essays, close readings, and field journals. Assignment distributions might be as follows:

Participation/discussion: 15%

Reading Quizzes: 25%

Exams: 15%

Film Responses: 10%

Critical Essay: 15%

Field Journal: 20%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

ENG 183Z is linked to and concurrent with KINES/RPTM 1Z (Outdoor Pursuits), which trains students in the necessary skills for safe and productive wilderness experiences. KINES/RPTM 1Z supplies instruction in an outdoor discipline (such as kayaking or backpacking) that is key to exploring the subject matter and places that are a focus of each iteration of the English course.

Readings from diverse perspectives will help students identify and explain ways individuals and/or communities can achieve and maintain health and wellness; skills learned in KINES/RPTM 1Z (Outdoor Pursuits), the concurrent/linked course, will help students demonstrate behavioral practices needed to engage in healthy living across the lifespan.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

ENG 183Z is specifically designed for the general university population, with aims of exploring important works of literature, history, and culture (GH), examining specific regional values, beliefs, and cultures (US), and identifying how place and environment impact the physical and psychosocial well-being of individuals and communities (GHW). The course is in keeping with all additional criteria for GH, US, and GHW courses.

A description of any special facilities:

Access to general purpose classroom. Specific courses may arrange use of additional facilities, such as the on-campus climbing gym, the McCoy Natatorium pool, and outdoor areas where students practice experiential skills.

Frequency of Offering and Enrollment:

ENG 183Z is offered fall and spring semesters, with approximately 25-30 students/section dependent on the particulars of travel.

Abbreviated Title should be "Adventure Literature"

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context

of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

1. EFFECTIVE COMMUNICATION

In order to creatively and productively consider iterative relationships between literature and place, ENG 183Z students will exchange information and ideas during each class meeting, orally and/or in writing. Moreover, students will communicate as peers outside the classroom during travel and adventure experiences—environments where the immediate consequences for poor communication provide students with incentive to share ideas and solve problems effectively.

Evidence that students in the course have adequate opportunities to effectively communicate:

- informed and persuasive discourse is the aim of class discussion (and an evaluated component of the class)
- close reading and writing assignments create opportunities for students to express their ideas and receive feedback on the quality of their expression
- interactions with peers and guides during in-field experience provide students with opportunities to build trust and respect, as well as solve problems creatively

2. CRITICAL AND ANALYTICAL THINKING

What component(s) of the course will help students think critically?

The selected texts in each course explicitly identify and articulate diverse perspectives from multiple disciplines about the relationships between humans, places, and the natural world, so that students comprehensively explore issues, ideas, artifacts, and events through daily reading and discussion. Moreover, students must synthesize, apply, and evaluate the information gathered from these texts, communication with others, and their own experience of place in writing assignments throughout the semester.

Evidence that students in the course have adequate opportunities to think critically:

- course structure specifies inclusion of diverse perspectives in reading that offer competing narratives about place/environment
- scaffolded assignments ask students to first compare, then categorize, then synthesize, and finally interrogate existing perspectives about place and environment
- in their final final writing assignment, students must reflect on their personal observation and experience as they synthesize diverse perspectives on place into an expression of their own beliefs and values

3. INTEGRATIVE THINKING

What component(s) of the course will help students think integratively?

ENG 183Z is inherently integrative. Its structure requires students to link, transfer, and synthesize knowledge across multiple domains, both verbally and in writing. For example, students in the “Beach Literature” course will connect an overview of coastal hydrology to the agricultural history of the Lowcountry, then examine that agriculture’s dependence on the technology and engineering skills of enslaved African people through attention to literature by Gullah/Geechee Nation authors. Similar attention to iterative relationships between ecology, history, and culture is explicit in each course—as is the expectation that students transfer knowledge beyond its original contexts to better approach conflicting narratives about place/environment.

Evidence that students in the course have adequate opportunities to think integratively:

- course design specifies readings from multiple domains, including literary, historical and scientific texts, that explore issues of a place or environment using different methodologies
- in-field interactions with guides, authors, and activists from diverse disciplines allow students to see different methodologies applied to the environment in action
- writing projects explicitly require students to draw from multiple domains, modes of inquiry, and perspectives as they analyze different values systems related to place and environment

4. SOCIAL RESPONSIBILITY AND ETHICAL REASONING

What component(s) of the course will help students consider social responsibility and ethical reasoning?

Through reading assignments, written assignments, and in-field experience, ENG 183Z students examine the different values systems that inform local engagement with place, and consider the ramifications of alternative strategies toward that place. For example, in the “Literature of the Chesapeake” course, students interview local watermen whose livelihoods and culture (including a rich literary culture) are affected by efforts to improve the health of the bay...but also conduct water quality assessments with representatives of the Chesapeake Bay Foundation, who introduce them to the ecological threat over-harvesting poses to humans and other species in the watershed. In their final writing project in each course, students are required to assess their own values in the social context of such problems; they must recognize the complexity of the issue(s), consider the ramifications of different relationships to place, and articulate the values and approaches they believe will create and maintain a healthy local community, both ecologically and socially.

Evidence that students in the course have adequate opportunities to consider social responsibility and ethical reasoning:

- the design of both classroom and in-field experiences exposes students to diverse voices with different stakes in local places and environments
- organization of classroom discussion encourages students to summarize, compare, and interrogate differing ethical and social perspectives on place and environment
- the concluding writing project requires students to articulate the personal values and ethical models they bring to issues of place and environment

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student’s overall performance in this course.

EFFECTIVE COMMUNICATION: Students will be assessed via their discussion/participation grade, which includes their use of “expedition mentality” during in-field experiences.

CRITICAL AND ANALYTICAL THINKING: Exams and quizzes measure students' ability to comprehend information from multiple domains, while writing assignments at the close of each unit scaffold critical and analytical thinking; students are assessed on their ability to first compare, then categorize, then synthesize, and then interrogate diverse perspectives relevant to the course content. In their final writing project, students are evaluated on their ability to draw from these perspectives as they articulate the values that guide their own beliefs, attitudes, and actions toward place and environment.

INTEGRATIVE THINKING: Students transfer knowledge beyond its original contexts in scaffolded writing assignments that explicitly require them to synthesize information from multiple domains (see: Critical and Analytical Thinking, above). In their final writing project, students are assessed on their ability to integrate knowledge from domains including the sciences, history, and literature as they articulate their own values in the social context of environmental problems.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING: In their final writing project, students are required to examine their own values in the social context of problems related to place and environment; they are assessed on their ability to recognize the complexity of the issue(s), consider the ramifications of different relationships to place, and articulate the position they believe will create and maintain a healthy and thriving local community.

General Education Domain Criteria

General Education Designation: Linked

Linked Courses

- | KINES 1Z
- | RPTM 1Z

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas: Integrative study of texts in multiple domains, including scientific fields, will help students describe how the contributions of literature complement inquiry in other areas.

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses: Reading, discussion, and scaffolded writing assignments focused on analysis of fiction, nonfiction, and poetry will increase students' competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses.

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities: The final writing assignment will require students to critically evaluate texts in (and beyond) the humanities to explain moral and ethical dimensions that impact place and environment.

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range: Reading, discussion, and writing assignments, as well as in-field experiences, that emphasize the iterative relationships between people and their environments will increase students' knowledge of major cultural currents, issues, and developments through time, as well as exposing them to unfamiliar material that challenges their curiosity and stretches their intellectual range.

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities: Reading, discussion, and writing assignments, as well as in-field experiences, that explicitly present diverse perspectives on issues of place and environment will increase student familiarity with groups, individuals, ideas, or events that have influenced the experiences and values of different communities.

Integrative Studies

Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

Students will read, discuss, and analyze in writing diverse works of literature, history, and other forms of cultural expression as they examine the impact of place on self and society. The course will explicitly evaluate application of humanities methodologies, including close reading, citation, and writing craft.

Students will learn outdoor skills and disciplines that aim to enhance the objectives of the English course. Readings from diverse perspectives will help students identify and explain ways individuals and/or communities can achieve and maintain health and wellness; skills learned in KINES/RPTM 1Z (Outdoor Pursuits), the concurrent/linked course, will help students demonstrate behavioral practices needed to engage in healthy living across the lifespan.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage

component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

ENG 183Z courses are offered concurrently with KINES/RPTM 1Z (Outdoor Pursuits). Students must take KINES/RPTM 1Z with ENG 183Z, and may not take KINES/RPTM 1Z without ENG 183Z.

In KINES/RPTM 1Z, students will learn methodologies and skills relevant to their in-field experience in ENG 183Z, such as paddling skills, logistics skills, risk assessment, and backcountry ethics. Thus, the in-field experience is the purposeful component that provides students with opportunities to apply both their ENG 183Z and KINES/RPTM 1Z in an integrative experience of place and environment.

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

A member of the English department will serve as the lead instructor for the course. If the instructor has certification (examples include: WFR, NOLS, and ACA training) and/or significant professional experience in outdoor education, they may lead and teach the KINES/RPTM 1Z portion of the course. Otherwise, graduate students in the RPTM or KINES programs will teach KINES/RPTM 1Z and support the travel component of each course. On some occasions, other English faculty may create and lead an ENG 183Z course related to their field of study.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

In the final writing project, students will be assessed on their ability to integrate their lived experience and exploration of place—an experience informed by the skills and methodologies learned in KINES/RPTM 1Z—with their reading and discussion of texts in ENG 183Z. In addition, projects such as travel journals and scrapbooks may integrate disciplines with reading, discussion, and experiences.

General Education Designation Requirements

Intercultural Requirements:

ENG 183Z meets the definition of a US Cultures course. As they examine different voices invested in issues of place and environment, students in ENG 183Z will be exposed to diverse US values, traditions, beliefs, and customs rooted in place and environmental practice— through both reading and interviews with stakeholders in particular environments. Issues of race, class, gender, ethnicity, and disability are embedded in these experiences. For example, the "Beach Literature" course increases student knowledge of how race and socioeconomic variables work together to disenfranchise the Gullah/Geechee Nation (the descendants of enslaved persons), while the "Literature of the Chesapeake Bay" course examines how class influences interactions between local watermen and vacationers or tourists (even as it showcases the disparate beliefs and practices of working watermen). In graded writing assignments throughout the semester, worth 45% of the final grade in the current structure, students must both demonstrate their awareness of and respond to the different cultural perspectives and value systems that inhabit the landscape in question.

The course objectives for ENG 183Z directly address US Cultures aims to cultivate student knowledge of US social identities and convey to students diverse US values, traditions, beliefs, and customs. At the close of ENG 183Z, students will be able to:

- identify how writers represent a specific region and/or environment in the United States through close reading of fiction, nonfiction, and poetry.
- consider how "place" shapes and is shaped by its inhabitants, including human communities with different values systems and perspectives.
- synthesize knowledge across multiple domains—from literary history to hydrology—and apply it to understanding conflicting narratives of place and environment.
- not only exchange ideas (both verbally and in writing), but also comprehensively explore ideas, texts, and experiences before accepting or formulating conclusions.
- recognize and communicate their own ethics of place, nature, and/or community, both verbally and in writing.
- understand how experience can, like a book, serve as a "text" in an academic course, and how physical and intellectual education in conjunction can produce a more powerful educational experience.

List of major topics/time for discussion:

Introduction to American Nature Writing (2 weeks). Students read, discuss, and compare examples of canonical American nature writing for a broad survey of American attitudes toward and strategies for writing about nature.

Introduction to Place (3 weeks). Students read, discuss, and categorize texts of historical, literary, and scientific significance to the specific natural environment or region of study. The object is to understand significant geological and historical events that shape both the place and human attitudes toward it.

Perspectives on Place (4 weeks). Students read, discuss, and evaluate works of fiction, poetry, and nonfiction (including scientifically informed texts) from different values communities that explore human relationships with and responsibility to the specific natural environment or region of study. The object is to identify and articulate diverse perspectives about the relationships between humans, places, and the natural world.

Ethical Reasoning and Place (3 weeks). Having explored the region in question and interviewed authors, activists, and experts with a stake in the local environment, students synthesize information across disciplines as they interrogate the impact of different values-based positions on the place/environment in question.

Writing Place: Integrating Reading and Experience (4 weeks). Students showcase their ability to integrate knowledge across disciplines. Students draw from both their readings and their individual experience to both articulate the ethical principles applied to natural and social communities and evaluate how those principles affect the health of the community in writing.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleton.

No pre-requisites or concurrent courses found

Review History

Sample Syllabus for ENG 183Z

Course Abbreviation and Number:

ENG 183Z

Credits:

3-4.5 credits GH

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation:

KINES/RPTM 1Z

Course Attributes/Designations: General Education (GH and GHW), US

General Education Learning Objectives:

- Effective Communication
- Critical and Analytical Thinking
- Integrative Thinking
- Social Responsibility and Ethical Reasoning

Course Description:

Adventure Literature (ENG 183Z) students not only read Thoreau, but like him, they travel to the mountains, the river, or the seashore; they hike, climb, and/or kayak; they interview residents with a stake in the area; and they synthesize their experiences through writing. In this course, students analyze works of fiction, poetry, and nonfiction (including scientific and historical texts) that interrogate human relationships with a specific natural environment or region. As part of the course, students visit the region that inspires that literature—they explore its wild places on foot and/or by water, and meet authors, activists, and experts invested in its continued legacy. The course combines physical adventure with intellectual rigor; students of all majors will hone their writing and close reading abilities, enhance their analytical and integrative thinking skills, and gain unique insight into diverse US values, traditions, beliefs, and customs rooted in place and environmental practice. This course is listed concurrently and must be taken with KINES/RPTM 1Z (Outdoor Pursuits) in the same semester.

In this course, students and faculty travel to 1-4 sites over the course of the semester. Students interview authors, activists, and residents who guide us through local landscapes and enhance our critical thinking, integrative thinking, and ethical reasoning about the texts. Students also explore wild areas relevant to the course in order to better analyze and respect the landscape, ecology, and social/natural histories that inform literature. The travel component of this course is required for all students.

Course Learning Objectives:

At the close of ENG 183Z, students will be able to:

- identify how writers represent a specific region and/or environment in the United States through close reading of fiction, nonfiction, and poetry.
- consider how “place” shapes and is shaped by its inhabitants, including human communities with different values systems and perspectives.
- synthesize knowledge across multiple domains—from literary history to hydrology—and apply it to understanding conflicting narratives of place and environment.
- not only exchange ideas (both verbally and in writing), but also comprehensively explore ideas, texts, and experiences before accepting or formulating conclusions.
- recognize and communicate their own ethics of place, nature, and/or community, both verbally and in writing.
- understand how experience can, like a book, serve as a “text” in an academic course, and how physical and intellectual education in conjunction can produce a more powerful educational experience.