

## TBIS Course Proposal for CAPP Program

TITLE: 38-101 College English I: Landscape as a Component of Character

### COURSE DESCRIPTION

What if Simba, of *Lion King* fame, ended up in a snowy mountainous region instead of the lush greenery of vegetarian delights? How would the boy societies in *Lord of the Flies* have behaved if they had found a functional dwelling on the island? Or if the sun had been shining on a few pastel flowers and a warm sea salt breeze was the order of the day instead of foul weather on a barren heath, would Macbeth have taken the weird sisters' predictions seriously? What if Macbeth was able to have assessed the landscape in relationship to the three sisters? Might he have realized that the barren setting was a clue to future events and made a more appropriate choice for his life? Then we have hateful Grendel, living at the bottom of a dark, murky pool of water. Do you think he's happy? Does landscape influence and reveal character motive and behavior? Absolutely! Landscape is more than setting and reveals qualities and even lack of qualities and traits of characters. From the perspective of landscape, students will discuss, analyze, and critically evaluate how landscape defines, reflects, illustrates, and exhibits the physical, emotional, and spiritual aspects of individual characters they meet within those landscapes. Throughout this study, students will also compare and contrast the varied landscapes in assigned readings and present their findings as a means to indicate their skill at understanding the function of landscape.

### COURSE GOALS/OBJECTIVES

*The following is taken directly from Department of English TBIS web page.*

**Writing process strategies.** Students will develop a set of strategies to generate ideas and to revise and edit their writing through successive drafts. In addition, students will engage in critical reflections of their texts and of their writing processes. Students will also become aware of how the relationships between audience, purpose, context, and genre shape the meaning and function of any text, including their own.

**Synthesis of sources.** Students will gain practice with analytical and argumentative writing, both of which necessitate an ability to integrate sources logically and grammatically; to use summary, paraphrase, and quotations appropriately and effectively; to use the appropriate documentation style; and to meet academic expectations of grammatical and mechanical correctness in final papers.

**Critical analysis.** Students will develop skills in critical evaluation and decision-making. This will involve evaluating one's own writing and the writing of peers and professionals. Students will also be faced with evaluating different sources of information, which may include print media, film, and the Internet, as well as primary sources.

**Technology.** Students will learn to use available writing technologies effectively. They will learn to efficiently locate and evaluate information found through online sources.

**Collaborative work.** Students will learn to work cooperatively within groups to make decisions and to solve problems.

## ***Writing Competency***

### Conventions

Students should be able to write papers substantially free of mistakes in mechanics, usage, grammar, and punctuation.

### Style

Students should understand and be able to apply in their writing the principles of effective diction and sentence construction.

### Composition

Students should be able to regularly write papers that are original, unified, coherent, and soundly developed. They should understand and be able to make appropriate use of the thesis statement, outline, common methods of transition, and methods of theme development, narration, description, example analysis, classification, comparison, contrast, and definition.

### Assessment

Instructor will assess students' writing using 6 Trait +1. Students will also assess their own writing and the writing of their peers.

## ***Reading Competency***

Students should be able to recognize main ideas, patterns of organization, biases, separate emotion from fact, consider the values in place that drive the argument, look for fallacies, make predictions, ask questions, and understand what they read.

Students will also learn and practice literacy skills for increased understanding and insight of assigned readings.

## **REQUIRED TEXTS**

*Lord of the Flies* by William Golding  
*The Tragedy of Macbeth* by William Shakespeare  
*Of Mice and Men* by John Steinbeck  
*Beowulf* excerpts

### Short Stories

“Flowers” – Alice Walker  
“A Clean Well Lighted Place” – Ernest Hemingway  
“Where Are You Going, Where Have You Been?” – Joyce Carol Oates  
“The Garden Party” – Katherine Mansfield  
“A Worn Path” – Eudora Welty  
“Big Two-Hearted River” – John Steinbeck

## **DESCRIPTION OF TEXT**

Texts are complete novels and short stories that are excellently crafted to meet the purpose of our study and writing.

## **ELECTRONIC AND/OR VISUAL TEXTS**

*The Lion King* – Disney film. Will use to introduce how landscape acts as a component of character.

*Dead Poet's Society* – film. Will use to reinforce landscape as an extension of character.

***Writing Assignments 1-3 – Values of War, Beauty, and Age***

Critically analyze and discuss function of war and/or threat of war in society and on individuals.

Examine images of beauty as an advantage or disadvantage and how those images are maintained as an American value and for what reason.

Discuss how aging defines and changes our relationships with family and determines our role in society.

These writing activities will enable the student to practice developing their ideas, compose well-worded thesis statements, and plan the structure and organization of content.

***Writing Assignment 4 – Value of Education***

Compare purpose and role of education in society at large and in local community OR argue for increasing or decreasing the amount and type of education in our public school and what impact those changes will have on the individual and community.

This writing activity will enable students to practice and develop their writer's voice.

***Writing Assignment 5 – Value of Language***

Analyze the power and purpose of language in communicating through writing.

This writing activity will enable students to practice and polish word choice

***Writing Assignment 6 – Value of Literature and the Arts***

Argue for or against the expression of art in society and explain why art is or is not a vital aspect of what it means to be human.

This writing activity will enable students to practice and polish sentence fluency.

***Writing Assignment 7 – Value of Relationships***

Examine and discuss the connection between expectation and assumption in relationships between men and women taking in to account the role of American stereotypes of relationships in shaping those expectations and assumptions.

This writing activity will enable students to practice and polish word choice