

Professor: Ann Marie Brown
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Office: Prim Library 334
Office Hours: M/W 1-4 p.m. (please make an appointment)
Class Meeting Time: M/W 11:30 a.m. to 12:45 p.m.
Location: TCES 106
Prerequisites: Eng. 101

Course Description: This course explores works of non-fiction within the genre of travel and adventure writing. Students will read a wide range of short works in this genre, write reader's response essays, create a travel writer's notebook, participate in in-class writing exercises, write travel-related nonfiction stories, take part in peer review workshops, attend a one-day field trip (April 15, 2016), and make one oral presentation.

Required Texts and Materials:

1. *Travel Writing: See The World, Sell the Story* by L. Peat O'Neill
 2. *Outside 25: Classic Tales and New Voices from the Frontiers of Adventure* (edited by Hal Espen)
 3. *The Best American Travel Writing: 2006* (edited by Tim Cahill)
 4. One 7 x 10-inch (or larger) spiral-bound notebook with at least 50 blank pages
- **You are required to bring this notebook to every class meeting.**

Student Outcomes: Upon successful completion of this course, students will be able to:

1. Interpret, analyze, and evaluate works of nonfiction travel and adventure writing.
2. Write short, descriptive "front-of-book" or FOB magazine pieces and longer literary-style works of nonfiction travel and adventure writing.
3. Utilize sharp observation skills, think critically, and write descriptively about "place"
4. Understand what it takes to get a travel story published either in print or on-line

Methods of Assessing Student Outcomes: Student outcomes will be assessed using the following:

1. Written assignments (nonfiction travel/adventure stories, in-class writings, etc.)
2. Discussion and written analysis of assigned readings
3. Participation in in-class writing exercises and peer review of classmates' work
4. Quality and quantity of both the travel writer's notebook and reader's response essays

Instructional Strategies: This class will involve reading, class discussions, in-class writing, peer editing, written work and revisions. There is also a MANDATORY class field trip on **Friday, April 15**. Please mark your calendars.

Attendance: *This class is a writing workshop, so attendance is of utmost importance.* Students are expected to attend every class and arrive on time. Four (4) absences = 10% deduction of final grade (i.e. an "A" becomes a "B"). Five (5) absences = a 20% deduction of final grade (i.e. an "A" becomes a "C"). Students who are absent 6 times or more will not pass this class. In every class period, points are awarded for in-class assignments. There are **NO make-ups for these in-class points**. On any day that you are absent, you will miss out on points toward your final grade.

If you are absent, **work due on that day is still due**. It may be brought in by a classmate, but all work is due **when the class begins**. Some absences (cleared in advance) may be excused and will not adversely

affect your grade. These include absences followed by a note from a medical facility identifying you were under medical care on that day, and absences resulting from attending school-related trips.

Students are responsible for all material covered during the course whether handed out in class, discussed in class, read as an assignment, or disseminated in any other way. If you are absent, make sure you check with your assigned partner(s) to find out what information you missed that day.

Late assignments will be graded down by 10% for every CALENDAR DAY (not class period) that the assignment is late. I do not accept “my computer died” or “the printer is not working” or “you must not have received my email” as an excuse for late assignments.

Reader’s Responses: Each week you will read travel and adventure nonfiction stories and record your responses, reactions, comments, and questions in a short reader’s response essay. Your reader’s response essays will be graded on the depth and quality of your analysis (details to be discussed in class). ***Reader’s responses are due every Monday, when the reading assignments are due. You will use these essays as a basis for our in-class discussions. To receive full credit for reader’s responses, they must be turned in during class on Mondays (no late responses accepted).***

Travel Writer’s Notebook: Travel and adventure writers cannot rely solely on electronic equipment such as cell phones and laptop computers. We must keep a notebook and pen handy at all times to take notes on possible story ideas, overheard dialogue, observations, thoughts, questions, and expressions that may someday prove useful for a story. You will write in your notebook during most class meetings, but you should also write in it outside of class as often as possible. This might include, but is certainly not limited to, taking notes for your written travel/adventure assignments. If you completely fill 40 pages or more of your notebook with worthy travel- and adventure-related fodder, you will receive full credit for this part of the class.

Electronics policy: Please turn off your cell phone and all other distracting devices in the classroom. If we are using computers during class, you are expected to refrain from activities not related to the lesson (i.e. Web surfing, Facebook, YouTube, etc.) Frequently I will ask you to turn off your laptop for the entire session and write using only pen and paper.

Grading Policy: Grades are based on the accumulation of points during the semester (total possible points = 1,000), distributed in the following ways:

- 25% Travel Writer’s Notebook (250 points for completely filling at least 40 pages)
- 25% Reader’s Response essays (250 points for depth and quality of reading analysis)
- 25% travel narratives / written assignments (250 points)
- 25% quality of verbal contributions to in-class workshops and discussions (250 points)

Consequences for Violating the Faculty/Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student’s academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

The SNC E-mail System: The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having e-mail redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

Note: This schedule provides a general plan for this course. You will be advised of any changes, if necessary.

Date		ALL READINGS LISTED IN THIS COLUMN ARE DUE ON THE FOLLOWING MON.
Week 1 Wed. Jan. 20	Travel Literature vs. Travel Writing What Constitutes “Good” Travel Writing? Trip Planning & Pre-Trip Research Tools of the Trade: Notebook, Recorder, Camera How to Take Notes & Stay Organized	** how to write a reading response Reading: Best American: Iyer pp. 153-155 Reading: Best American: Banerji pp. 1-5
Week 2 Mon. Jan 25 Wed. Jan 27	Finding & Focusing Your Story: What Makes a Good Subject? The Magic of “Show, Don’t Tell” Thinking & Writing about “Place”	Reading: O’Neil chapters 1 & 3 Reading: Outside: Jenkins pp. 572-582 Assignment: take notes on dialogue/conversations you start or overhear
Week 3 Mon. Feb. 1 Wed. Feb. 3	Anatomy of a Travel Story: Beginning, Middle, Ending, and Transitions Structure: Placing the Facts & Unfolding the Story	Reading: O’Neil chapter 4 Reading: Outside: Stark pp. 438-449 Reading: Outside: Child pp. 383-401
Week 4 Mon. Feb. 8 Wed. Feb 10	Breathing Life Into Your Story: Dialogue, Characters, Illuminating Details Hearing Our Subjects’ Voices Author as Character? Sometimes it <i>IS</i> about you	Reading: O’Neil chapter 5 Reading: Outside: Vaughn pp. 583-593 Writing Assignment #1 due Feb. 10
Week 5 Mon. Feb. 15 NO CLASS Wed. Feb. 17	Revising & Self-Editing Identify with the Reader It’s all About the Verb A Few Styles to Avoid	Reading: O’Neil chapter 6 PEER REVIEW DAY: Wed. Feb. 17
Week 6 Mon. Feb. 22 Wed. Feb. 24	Facts, Truth, and Style: Being Nuts for Accuracy Dialogue vs. Quotations: Fiction vs. Fact	Reading: O’Neil chapters 8 & 9 Reading: Outside: Junger pp. 184-197 Reading: Best American: Jenkins pp. 156-174 Writing Assignment #2 due Feb. 24
Week 7 Mon. Feb. 29 Wed. Mar. 2	Point of View Details Matter: Tuning in to Small Stuff Finding the Unique in the Ordinary Taking Readers on a Journey	Reading: Outside: Theroux pp. 106-119 PEER REVIEW DAY: Wed. Mar. 2
Week 8 Mon. Mar 7 Wed. Mar. 9 MIDTERMS	Travel writing: Inner and Outer Journeys Weaving Story and Idea Writing about natural & human history	Writing Assignment #3 due Mar. 9 (note: this is your midterm exam)
Week 9 March 14-18	SPRING BREAK!!!	SPRING BREAK!!!

Week 10 Mon. Mar. 21 Wed. Mar. 23	What It Takes to Be a Travel Writer The Glamorous Life (not so much) In-House vs. Freelancing: Pros and Cons	Reading: Outside: Corbett 291-307 Reading: Outside: Maas pp. 47-70 PEER REVIEW DAY: Wed. Mar 23
Week 11 Mon. Mar. 28 Wed. Mar. 30	Getting Published in Print: Newspapers, Magazines, and Books Digital Opportunities: Blogging, Writing for Web Zines, Web Publishing, Apps	Reading: Best American: Julavitz p.175-178 Reading: Best American: Bennett pp. 24-43 Writing Assignment #4 due Wed. Mar. 30
Week 12 Mon. Apr. 4 Wed. Apr. 6	Other Outlets: Corporate Travel, etc. The FAM trip: Freebie policies Handling the ethics of travel writing	Reading: Best American: Sedaris pp. 264-270 Reading: Outside: Orlean pp. 277-290 PEER REVIEW DAY: Wed. Apr. 6
Week 13 Mon. Apr. 11 Wed. Apr. 13	Promoting Yourself as a Travel Writer Developing a Niche: What Makes You Special? Making Your Hobbies & Interests Your Niche Zeroing in on Likely Markets	*****SPECIAL NOTE: CLASS FIELD TRIP: Friday, April 15, 10 am to 6 pm
Week 14 Mon. Apr. 18 Wed. Apr. 20	Nuts & Bolts of Marketing: Query Letters & Proposals	Reading: Outside: Duane pp. 419-437 Reading: Best American: Trillin pp. 311-318 Writing Assignment #5 due Wed. Apr. 20
Week 15 Mon. Apr. 25 Wed. Apr. 27	Nuts & Bolts of Marketing: Query Letters & Proposals	Wed. April 27: Travel Writer's Notebook Due (to be returned to you at last class)
Week 16 Mon. May 2		FINAL REVISED STORY due
FINAL EXAM TBD May 6-11		FINAL EXAM: Oral Presentation: In-class Readings of Final, Revised Work

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts • Professional Preparedness •Entrepreneurial Thinking • Sustainability