

Course Code & No. - Section: CORE101 – Section 3
Course Title (Credits): SNC Freshman Experience (3) / Travel
Term & Year: Fall / 2014
Course Ref. No. (CRN): 80092
Instructor: Stacy Taylor, MBA
Kendra Wong, MBA, CPA
Email: staylor@sierranevada.edu; kwong@sierranevada.edu
Office: Stacy – TCES 2nd floor; Kendra – TCES 217
Office Hours: Stacy - See calendar on office door

Class Meeting Time: Make an appointment with Kendra:
<http://kendrawong.youcanbook.me/>
MW 9:00A – 11:15A
Location: TCES 206
Prerequisites: None
Corequisites: None

Instructors' Profiles:

Stacy Taylor, MBA: Stacy joins the Sierra Nevada College Business faculty after 25 years as a Sales Executive in the banking industry, including time with Bank of America and Canadian Imperial Bank of Commerce. She has served as a consultant to the international banking community, including Van Fed and Bank of Ireland. During her banking career, she specialized in entrepreneurial ventures, including serving as the VP of Sales for a start-up bank. In the past she has been a licensed securities dealer and broker. She now teaches Economics, Money and Banking, and International Finance. Stacy is an avid world-wide traveler and serves as a consultant to many local non-profit groups.

Kendra Wong, MBA, CPA: Kendra Wong earned a B.S. in Economics from UC Davis, where she also minored in Communication. She earned an MBA from Arizona State University in 2011. She began her professional career with PricewaterCoopers, LLP in their audit practice. Her experience at PwC exposed her to numerous industries, including venture capital and life science. Since leaving PwC, Kendra has worked in the ski resort, medical device, and power industries. Although her educational foundation is in economics, Ms. Wong's professional concentration since 2001 has been in accounting and finance. She has extensive experience in general ledger accounting, SEC reporting and SOX audits. Kendra joined the Sierra Nevada faculty as an adjunct in fall 2007, but has since expanded her role. She teaches accounting, finance, and general management courses, serves as a student academic advisor, and became Business Dept Chair in Fall 2012. Kendra and her husband, Ethan, own the Wild Alaskan Restaurant and Bar in Incline Village.

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**. [Note: SNC's four core themes are emphasized in **bold** text.]

Course Description

This course is the common intellectual experience shared by all Sierra Nevada College students, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities, and science to engage entering students while developing the critical skills necessary for a successful and stimulating college career. The learning objectives of the course will develop the abilities central to active, engaged

learning. Those abilities include critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

Topic Description

Explore the earliest origins of travel and travel's effect on society and culture. We have traveled since earliest time. Originally we followed food and water sources. Later we made journeys to trade, explore or to conquer. In modern times we travel for business or for pleasure. What influences has travel had on culture, values, technology, and even food? We will look at how travel has shaped our world and what it takes to be a successful modern traveler, including planning our own local travel adventure.

Student Outcomes

Upon successful completion of this course, a student will:

1. Students will develop strong oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will learn to identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)
3. Students will develop strong visual literacy skills that can be expressed in a variety of mediums. Students will be able to both communicate visually and interpret the visual communication of others. (Liberal Arts)
4. Students will be able to use basic information literacy skills, including identification of sources, evaluation of sources and application of data, to support their projects. (Liberal Arts)
5. Students will have basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will develop the tools to support creativity and innovation as applied to problem solving in real world environments, including brainstorming, solution generation and solution validation. (Entrepreneurial Thinking)
7. Students will be comfortable both giving and receiving peer feedback and will demonstrate the ability to adapt their existing work based on this feedback. (Professional Preparedness)
8. Understand the history of travel, why people travel, and how travel has changed over the course of history (Sustainability) (**Topic Objective**)
9. Explain how travel and tourism affect the local economy (Sustainability, Professional Preparedness, Entrepreneurial Thinking) (**Topic Objective**)
10. Explain how travel influences major systems, such as politics, religion, economics, and food. (Sustainability, Professional Preparedness, Entrepreneurial Thinking, Liberal Arts) (**Topic Objective**)

Methods of Assessing Student Outcomes

Student outcomes will be assessed through class participation and grades earned on the various exercises, challenges and oral presentations outlined below.

Assignments and Assessment: 1,000 POINTS POSSIBLE

MODULE 1	
Innovative Idea PechaKucha	150
In-class activities	74
Out-of-class activities	46
Module 1 Total	270
MODULE 2	
Community Challenge Presentation	150

Community Challenge Poster Presentation	100
In-class activities	75
Out-of-class activities	92
Module 2 Total	417
TRAVEL THEME	
Travel Content Assignments	150
In-class activities	82
Out-of-class activities	81
Travel Theme Total	313
COURSE TOTAL	1,000

All assignments must be emailed to Kendra and Stacy before the start of class to be considered on time. All assignments must be submitted in Microsoft Word, Microsoft Excel, Microsoft Powerpoint, or Prezi. All files must be named: LastFirstCORE101Assignment

Innovative Idea PechaKucha: This Innovation Challenge asks students to identify their own topic and develop their own solution to a pressing issue locally, nationally or internationally that relates to the topic of the course. There is an expectation for both field and academic research, including interviews. The Innovation Challenge culminates in an individual presentation in PechaKucha format delivered in front of all the class sections. The PechaKucha will be accompanied by an informative, visually meaningful handout or giveaway that will be distributed to members of the class. (Outcome 1, 3, 4, 5,6)

Community Challenge Presentation: Students are introduced to a challenge posed by the leader of a local community organization in an area that is related to the class topic. Students will work in a 5-6 person team to research the problem and develop potential solutions to this challenge. Students are expected to do field research and interviews as well as academic research. Teams will present their solutions to the class and the community leader for feedback. Presentations will include a PowerPoint or Prezi that follows principles of visual literacy. (Outcome 1, 2, 3, 4, 5, 6)

Community Challenge Poster Presentation: As their final project, Community Challenge Teams will integrate feedback and suggestions from the community organization representatives and peer critiques in order to refine their solutions as described at the Community Challenge presentation. The point of this assignment is to focus on incorporating feedback, solution refinement and the iterative design process. An important part of the evaluation process will be grading students on how effectively students were able to constructively incorporate suggestions and modify their solution in response to feedback. Visual literacy and effective poster design is also an important aspect of the evaluation and grading. This assignment will culminate in a campus-wide symposium event where students will present their ideas through a poster presentation. (Outcome 1, 2, 3, 4, 5, 6, 7)

Content Assignments: (Outcome 8, 9, 10)

Travel Book Review
Heritage Potluck
Planned Travel Itinerary

In Class Activities – Some of your most important learning opportunities will arise during open, respectful discussion with your peers and through in-class activities. For this reason, it is essential for you to attend and participate in class sessions. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. An

example of the opportunities for in-class participation that you will be expected to participate during include:

Notes from the Field Presentations: (Outcome 5)

Brainstorming Exercises: (Outcome 6)

Integrative Thinking Prototyping: (Outcome 6)

Networking Event Challenge: (Outcome 2)

Info Literacy Challenge: (Outcome 4)

Peer Feedback Exercises: (Outcome 7)

National Assessments: (Outcome 6)

Content Activities: (Outcome 8 and 9)

Out of Class Activities – In an active learning environment, it is important to prepare to fully participate and engage in each class session. More than other classes you may have experienced, homework is an essential aspect of your learning. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. Examples of assignments include:

Info Literacy Homework: (Outcome 4)

Community Challenge PowerPoint or Prezi Draft: (Outcome 3)

Innovation Challenge Write Up: (Outcome 6)

Innovation Challenge Source Check: (Outcome 4)

Integrative Thinking Challenge Source Check: (Outcome 4)

Integrative Thinking Poster Draft: (Outcome 3)

Networking Event Symbol Design: (Outcome 3)

Content Activities: (Outcome 8 and 9)

Instructional Strategies

This course uses a challenge-based active learning model to engage students in the topic. In addition to traditional contentment delivery, the course relies on student-directed immersive activities to introduce students to the topic. Peer learning and teamwork are essential elements in the course.

The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required text, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is essential and expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains so that formal classroom time can be more productively spent on activities designed to promote deeper learning and retention. Not all material appearing in the textbook(s) may be covered in class or in assignments but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class and out-of-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications, and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

Required Texts and Materials

1. *Deconstructing Travel: Cultural Perspectives on Tourism*, Arthur Asa Berger, ISBN: 978-0759107243

Special Accommodations (ADA) Statement

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.

The SNC Email System

The SNC email 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 email 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 email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Attendance

Attendance at all class sessions is mandatory. Missed classes will cause a 1-point reduction in both participation and attendance for each class missed. In addition, no more than three (3) unexcused absences may be incurred without an additional grade reduction penalty. **Each** unexcused absence past the third will result in the reduction of approximately one-third of a grade point of the grade otherwise earned. In other words, an “A-” will be reduced to a “B+,” “B+” will be reduced to a “B,” An unexcused absence is any absence for which the instructor has not confirmed an “excused” categorization. All work is due on the date published on the syllabus or otherwise communicated, irrespective of whether an absence on the due date is excused or unexcused. Late assignments will incur late penalty deductions of approximately 5% per day beyond the date due or otherwise negotiated with the instructor. Tardy arrival in class or early departure without advance notice will result in a reduction of participation points.

Grading Policy

Grading will be based upon the assignments outlined above. Although grades on the assignments described above will be the primary means of grade assessment, improvement throughout the semester will be very important in terms of the final grade. A grade based on the total points earned out of the thousand points possible will be assigned based on the chart provided below. However, if significant improvement occurs throughout the course this fact will be taken into account.

Grade	Total Points Earned
A	930-1,000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

Written assignments: In this course, as in the world outside of academia, the quality and professionalism of the language and presentation of written and presented work will count. Papers with substantial grammar, spelling, or word-choice errors will suffer. The level of formality of writing and presentation should be academically appropriate and slang or vernacular expressions are to be avoided. Students for whom English is a second language or who require accommodation based on documented need should see the instructor. **All students are encouraged to submit draft work for review and comment whenever time allows. Papers will be graded using the SNC Common Writing Rubric (also posted on Moodle).**

Late assignments: Unless special arrangements are made to the contrary, late assignments will incur a 10% late penalty per day.

Individual and group projects and assignments will be graded according to schemes provided for each assignment. Numerical scores on individual assignments or grade elements will be based on the degree to which the student has satisfied the assignment's requirements and demonstrated mastery of the material covered.

Sanctions for Cheating and/or Plagiarism - The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the 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 the consequences of 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 for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

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.

Disclaimer - If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.

COURSE OUTLINE

SUBJECT TO CHANGE – PLEASE CHECK MOODLE ON A REGULAR BASIS

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 1	8/18	Starts in TCES 139/141	Intro to Class, Intro to Topic Introduce Travel Book Review		
Class 2	8/20	Regular Room	Content Day – Origins of Travel Intro to Innovative Challenge - Brainstorming IC Ideas		5 IC Ideas Select a religion; map the origins of that religion and where it has traveled to. Be prepared to share in class next week.
Class 3	8/25	Regular Room	Content Day – Travel and Religion Introduce Travel Itinerary Assignment		Read Chapter 5 Deconstructing Travel and answer discussion questions
Class 4	8/27	Starts in TCES 139/141	Info Literacy Challenge	Info Literacy CRAAP Test Challenge	Problem Statement for IC Idea Annotated Bibliography for IC Idea Travel Itinerary Due
	9/1	No Class – Labor Day			
Class 5	9/3	Regular Room	Field Research Preparation - Interview Etiquette, etc. Introduce Canvas		Start of canvas
Class 6	9/5	Regular Room	Field Research In Class and Individual Project Consultations		Complete at least 5 interviews Notes from the Field Posters

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 7	9/10	Regular Room	Notes from the field w/ Group Twitchy Brainstorming. Intro to MVP, Peer Feedback		Who, What, Where, When, Why Solution & Value Proposition Revised canvas Travel book selection due Read introduction to political systems
Class 8	9/15	Regular Room	Content Day – Travel and Political Ideas Oral Communication, Storytelling, Presentation Skills Introduce field trip & Virginia City		First draft Pecha Kucha
Class 9	9/17	Starts in TCES 139/141	Visual Literacy joint lesson followed by workshops of presentation drafts and oral comm prep	Visual Literacy Presentation and Presentation Refinement	Read introduction to economic systems Read Chapter 1 Deconstructing Travel and answer discussion questions
Class 10	9/22	Regular Room	Content Day – Travel and Economics		Final Draft Pecha Kucha
Class 11	9/24	Regular Room	Pecha Kucha Practice Presentations w/ MVP		Final Pecha Kucha
Class 12	9/29	Regular Room	PRESENTATION DAY: PechaKucha presentation of Innovation Challenge	PechaKucha Presentation	
Class 13	10/1	Regular Room	PRESENTATION DAY: PechaKucha presentation of Innovation Challenge	PechaKucha Presentation	Don't forget about your travel book review assignment Read Chapter 2 Deconstructing Travel and answer

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
					discussion questions
Class 14	10/6	Regular Room	Content Day – Destination Events		
Class 15	10/8	Regular Room	Content Day – Planning for Field Trip		Read Chapter 3 Deconstructing Travel and answer discussion questions 5 points extra credit for attending the Career Fair and completing the Scavenger Hunt
Class 16	10/13	Regular Room	Introduction to Problem (45 min Outside Speaker), followed by Team Creation		
Class 17	10/15	Regular Room	Team Contracts, preliminary information research		Team Contract Development. Signed contract
Class 18	10/20	Regular Room	Using Team Contracts, Information Research		Problem Statement Annotated Bibliography (must apply CRAAP test to each resource)
Class 19	10/22	Regular Room	Prep for Field Research with project consultations		Overnight trip to Virginia City, October 24-25 Watch Guns, Germs, & Steel (available on Netflix or in the library)
Class 20	10/27	Regular Room	Debrief from field trip Content Day - Civilizations		Read Chapter 4 Deconstructing Travel Notes from the Field Presentations

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 21	10/29	Regular Room	Notes from the field/twitchy brainstorming		Who, What, Where, When, Why Solution Value Proposition Peer Assessment
Class 22	11/3	Regular Room	Content Day – Golden Age of Transportation		Don't forget about your travel book review assignment
Class 23	11/5	Regular Room	Solution for Peer Feedback and Individual Project Consultations		Powerpoint Presentation 1st Draft Read Chapter 6 Deconstructing Travel and answer discussion questions
Class 24	11/10	Regular Room	Content Day – Travel and Food		Heritage Potluck
Class 25	11/12	Regular Room	Content Day – Heritage Potluck & Future of Travel		Read Chapter 7 Deconstructing Travel and answer discussion questions Draft Presentation
Class 26	11/17	Regular Room	Presentation Draft Day		Final presentations
Class 27	11/19	Regular Room	PRESENTATION DAY: Presenting to Outside Consultants	Presentations to External Organizations	Revise canvas based on feedback from community partners Travel book review Read Chapter 8 Deconstructing Travel and answer discussion questions

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
	11/27	No class – Thanksgiving break			
	11/26	No class – Thanksgiving break			
Class 28	12/1	Regular Room	Solution Refinement Feedback Travel book review presentations		Draft canvas poster Read Chapter 9 Deconstructing Travel and answer discussion questions
Class 29	12/3	Regular Room	Practice poster presentation		
Final	Tues 12/9 8:00- 11:00	TCES 139/141	Symposium	Poster Presentations	Poster Presentation Day