

Professor: Ann Marie Brown
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Office: TCES Second Floor
Office Hours: M/W 1-4 p.m. (please make an appointment)
Class Meeting Time: M/W 10:00 a.m. to 12:45 p.m. (**Note: 8-week module Oct. 13-Dec. 10**)
Location: Patterson 207
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, and make one oral presentation. ***One day-long class field trip is mandatory; tentative date is Saturday Nov. 1.***

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. Laptop computer (one that meets the published SNC Laptop Requirements).
 5. An 8.5 x 11-inch spiral-bound notebook with at least 75 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" 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.

Attendance: ***This class meets for only 8 weeks, so attendance is of utmost importance.*** Students are expected to attend every class and arrive on time: 3 tardies = 1 absence and 3 absences = a 20% deduction of final grade (i.e. an "A" becomes a "C"). Students who are absent 4 times or more (including accumulated tardies), will not pass this class. In every class period, points are awarded for in-class assignments and/or grades for quizzes. There are **NO make-ups for these in-class points and quiz grades.** 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. ***It is the student's responsibility to see me to discuss the nature of the absence.***

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 essays accepted).***

Travel Writer's Notebook: Travel and adventure writers cannot rely solely on electronic equipment such as laptop computers. They 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 almost every class meeting, but you should also write in it outside of class at least a few times per week. 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: Turn off your cell phone, iPod 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 Responses (250 points for depth and quality of reading analysis)
- 40% written assignments: travel/adventure stories (400 points)
- 10% reading/presentation of final revised piece (100 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 & READING RESPONSES ARE DUE ON MONDAYS
Week 1 Oct. 13 & 15	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	Reading: O’Neil chapters 1 & 3 Reading: Outside: Theroux pp. 106-119 Reading: Best American: Iyer pp. 153-155 Assignment: take notes on dialogue/conversations you start or overhear
Week 2 Oct. 20 & 22	Finding & Focusing Your Story: What Makes a Good Subject? The Magic of “Show, Don’t Tell” Thinking & Writing about “Place”	Reading: O’Neil chapter 4 Reading: Outside: Duane pp. 419-437 Reading: Best American: Trillin pp. 311-318 Writing Assignment #1 due 10/22
Week 3 Oct. 27 & 29	Anatomy of a Travel Story: Beginning, Middle, Ending, and Transitions Structure: Placing the Facts & Unfolding the Story	Reading: Outside: Stark pp. 438-449 Reading: Outside: Child pp. 383-401 Reading: Outside: Maas pp. 47-70 ***FIELD TRIP*** Saturday, November 1
Week 4 Nov. 3 & 5	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 Reading: Best American: Banerji pp. 1-5 Writing Assignment #2 due 11/5
Week 5 Nov. 10 & 12	Revising & Self-Editing Identify with the Reader It’s all About the Verb A Few Styles to Avoid	Reading: O’Neil chapter 6 Reading: Outside: Junger pp. 184-197 Reading: Best American: Jenkins pp. 156-174 Writing Assignment #3 due 11/12 (Field Trip story with accompanying photos)
Week 6 Nov. 17 & 19	Travel writing: Inner and Outer Journeys Weaving Story and Idea Writing about natural & human history Facts, Truth, and Style: Being Nuts for Accuracy Timeliness of Facts Dialogue vs. Quotations: Fiction vs. Fact	Reading: O’Neil chapters 8 & 9 Reading: Outside: Corbett 291-307 Reading: Best American: Bennett pp. 24-43 Writing Assignment #4 due 11/19
NO SCHOOL	Nov. 24 & 26 THANKSGIVING BREAK	THANKSGIVING BREAK
Week 7 Dec. 1 & 3	Point of View Details Matter: Tuning in to Details Finding the Unique in the Ordinary Taking Readers on a Journey	Writing Assignment #5 due 12/3 Reading: Best American: Julavitz p.175-178 Reading: Best American: Sedaris pp. 264-270 Reading: Outside: Orlean pp. 277-290
Week 8 Dec. 8 & 10	What It Takes to Be a Travel Writer In-House vs. Freelancing Getting Published in Print: Newspapers, Magazines, and Books Digital Opportunities: Blogging, Writing for Web Zines, Web Publishing, Apps Promoting Yourself as a Travel Writer Developing a Niche: What Makes You Special? Query Letters & Proposals	Travel Writer’s Notebook Due Dec. 8 (to be returned to you on Dec. 10) FINAL REVISED PIECE due 12/10 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