

**JOUR 380, SUST 380, ENG 380    The Tahoe Story, Fall 2019 CRN: 80231, 80232, 80233**

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**Office:** Prim Library 320  
**Office Hours:** By Appointment  
**Class Meeting Time:** Sept. 3-6, Sept. 9-13, 9 a.m.-12:45 p.m.  
**Location:** Prim Library 2016  
**Prerequisites:** Eng. 101

**Course Description:** Tahoe's story goes deeper than its popularity as a tourist destination. In this course we tell the stories of Lake Tahoe's culture and environment through a lab-style reporting project. Students will go into the field, learning from environmental advocates and scientists about the efforts behind restoration and preservation projects, and examine how those efforts interact with the interests of residents, visitors and businesses. Students' work will be published.

**Required Texts and Materials:**

1. *All readings will be in handout form.*

**Student Outcomes:** Upon successful completion of this course, students will gain a basic understanding of news reporting methods, connecting best practices on reporting about the environment and relating it to local Lake Tahoe environmental issues, including lake clarity, invasive species and public education.

**Methods of Assessing Student Outcomes:** Students will be assessed using a combination of written work (reflection papers), quizzes, class discussions and presentations, and final reporting projects.

**Attendance:** Students are expected to attend every class and arrive on time: 3 tardies = 1 absence and 2 absences = a 20% deduction of final grade (i.e. an "A" becomes a "C"). Students who are absent 3 times or more (including accumulated tardies), will not pass this class. In every class period, points are awarded for in-class assignments and discussions. There are NO make-ups for these in-class points.

**Deadlines for this class will be strictly enforced.** 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 AHEAD OF TIME 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 me or a classmate to ensure that you catch up on missed material.

**Reflection Essays:** Over the nine days that we meet, students will be responsible for five written reflections on selected readings. Grading will reflect the depth and detail of your analysis, as well as basics of spelling, grammar and punctuation. The reflection essays are not designed to be a summary of the readings, but a critical interpretation of the author's thesis, technique, etc. Lively, challenging interpretations are encouraged in papers as well as class discussions. Each essay should be approximately 1.5 to 2 pages long, or about 300-500 words (double-spaced). *Completed essays should be submitted via Canvas, and bring a finished, printed copy to class so you can refer to it for in-class discussions.*

**Electronics policy:** Please store your cell phones during class to avoid creating a distraction (or being distracted). Please bring a laptop computer. If we are using computers during class, please refrain from activities not related to the lesson.

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

- 65% Reading Response Essays and Final Project (total 650 points)
- 20% Quizzes (200 points 4 @ 50 points)
- 15% oral presentations and **ACTIVE** participation in class discussions (150 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:

- 1<sup>st</sup> 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.
- 2<sup>nd</sup> 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.
- 3<sup>rd</sup> 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.*

<b>Date</b>		<b>ASSIGNMENTS</b>
<b>Week 1</b> Sept. 3	Reviewing conventions of news reporting, ethics and style; Writing a profile.  <b>CASE STUDY: Good reporting, bad reporting</b>	<b>Quiz on Canvas</b>  <b>Profile project</b>
<b>Week 1</b> Sept. 4	Reviewing conventions of news reporting, ethics and style (cont.); Science reporting: The good, the bad and the ugly; Fake science ID exercise  <b>CASE STUDY: The BP oil spill - Deep Water Horizon</b>	<b>Quiz on Canvas</b>  <b>Reading/Reflection 1</b>
<b>Week 1</b> Sept. 5	Science reporting: The good, the bad and the ugly (cont.); Basics of advocacy journalism  <b>CASE STUDY: Patagonia and journalism as activism</b>	<b>Quiz on Canvas</b>  <b>Reading/Reflection 2</b>
<b>Week 1</b> Sept. 6	Guest Speaker – Ecology and the Tahoe environment; Kokanee salmon  <b>Developing a reporting plan</b>	<b>Reporting plans due Sept. 9</b>
<b>Week 2</b> Sept. 9	Guest Speaker – Ecology and the Tahoe Environment  <b>Creating group projects</b>	
<b>Week 2</b> Sept. 10	<b>Ecology and the Lake Tahoe environment</b>	<b>Quiz on Canvas</b>  <b>Reading/Reflection 3</b>
<b>Week 2</b> Sept. 11	<b>Work on reporting projects</b>	<b>Reporting for final projects</b>
<b>Week 2</b> Sept. 12	<b>Work on reporting projects</b>	<i>Draft reporting projects due</i>
<b>Week 2</b> Sept. 13	<b>Work on reporting projects</b>	<b>Editing and final publication of reporting projects</b>

***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***