

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California**

Course of Study

**LITERARY WALKABOUTS
Classical Strand**

I. INTRODUCTION: COURSE DESCRIPTION

- A. This is a one semester course for students which examines nonfiction writing. This course provides students with an opportunity to experience nonfiction adventure and travel writing. Students will read literature that appeals to the practical imagination through both intellectual and physical adventure and provides a model of writing from experience to idea. This course is intended for sophomores (who are concurrently enrolled in English 4 and have teacher consent), juniors and seniors who wish to read and write nonfiction.

This course was developed in order to meet the needs of students interested in an in-depth study of nonfiction. The focus of this study of nonfiction will be a close examination of adventure and travel writing, which will allow students to explore worlds beyond their own personal experiences. Students will examine the ideas of nonfiction travel and adventure through the reading and apply these ideas to their expository writing. The emphasis of the writing assignments in this course will be analytical writing, as students investigate and reflect on the readings.

This course will develop expository writing skills in the areas of nonfiction travel/adventure writing, collaborative writing, journal writing, and writing from experience. This course will employ the same rigorous expectations as other upper division college preparatory electives in the English program, and the major writing assignments will involve traditional written analysis, reflection, interpretation and investigation with an emphasis on organization and specificity in the analytical mode.

- B. This course addresses the following District student learning outcomes which ask students to:
- #1. communicate articulately, effectively and persuasively both orally and in writing;
 - #2. read/view and analyze material in a variety of disciplines;
 - #15. use technology to access information, analyze and solve problems and communicate ideas;

Literary Walkabouts will contribute to the attainment of the following Tam 21st Century Goals,

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- develop respect and understanding for the diversity of our community;
- understand individual and cultural differences;
- take responsibility for self and community.

D. The goals for Literary Walkabouts are:

1. students will write for a variety of purposes and audiences, including the following major paper types: autobiography (travel experience essay), controversial issue (issue related to current environmental topic in conjunction with reading *Running the Amazon*), evaluation (evaluation of author's style), interpretation (interpretation of meaning of imagery in an essay), observation (essay based on attending an author lecture), reflection (based on experience related to the class);
2. maintain dialectical journals while reading assigned works of nonfiction to reflect as well as speculate on various issues around exploration and adventure. Journals will be scored using a dialectical journal rubric;
3. use brainstorming techniques, peer editing, and revision to complete each major paper/project assigned;
4. recognize the value of community resources in the planning and execution of an exploration;
5. increase knowledge of their personal limits and strengths by comparing the experiences of others in nonfiction to their own, and by testing limits and strengths through journal and essay writing;
6. participate in formal and informal oral activities, such as reports, debates, dramatic readings, recitations, small group work, and class discussions;
7. research, plan and execute individual explorations in order to write essays of reflection, speculation, evaluation and interpretation;
8. apply appropriate technology in the areas of geography, travel, and history to projects;

9. utilize community resources as background for works read;
10. listen and react to speakers, such as travel writers, entrepreneurs, adventurers, trip planners;
11. view films/documentaries relating to travel, exploration, adventure;
12. participate in real life adventures such as gaining new knowledge in a subject area, testing a complex scientific hypothesis, creating a home page on the internet, job shadowing a brain surgeon, hiking, preparing a four course meal. Most of these activities will be accomplished on an individual basis.

II. STUDENT LEARNING OUTCOMES

A. Writing:

1. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
2. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
3. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
4. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
5. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
6. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
7. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to

evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);

8. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

B. Literature/Reading:

1. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
2. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
3. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
4. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
5. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

C. Speaking and Listening:

When speaking, students will:

1. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
2. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;

3. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
4. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
5. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

1. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
2. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

D. Student Assessment:

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the Literary Walkabouts Resource Binder for sample assessments

E. Course Assessment

Literary Walkabouts will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

III. METHODS AND MATERIALS

A. Methods:

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation. See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature

Every teacher of Literary Walkabouts will teach a selection of the following titles to guarantee consistency throughout the District. Each student will read at least four major works per semester.

Core Works

Chatwin, Bruce	<i>In Patagonia</i>
Crossley-Holland, Kevin, editor	<i>The Oxford Book Of Travel Verse</i>
Krakauer, Jon	<i>Into Thin Air</i>
Tessimond, A.S.J. and Fussell, Paul, editor	<i>The Norton Book of Travel</i>
Isherwood, Christopher	<i>Los Angeles</i>
Lawrence, D.H. from	<i>Sea and Sardinia</i>
Waugh, Evelyn from	<i>Labels: A Mediterranean Journal</i>
Garfinkel, Perry	<i>Travel Writing</i>
Hansen, Eric	<i>Stranger in the Forest</i>
Kane, Joe	<i>Running the Amazon</i>
Morris, Jan	<i>Journeys</i>
Morris, Mary	<i>Maiden Voyages</i>
Ronald, Ann, editor	<i>Words for the Wild: A Sierra Club Trailside Reader</i>
Steinbeck, John	<i>Travels With Charley*</i>
Granta Books	<i>The Best of Granta Travel</i>
Garcia Marquez, Gabriel	<i>Watching the Rain in Galacia</i>
O'Hanlon, Redmond	<i>Into the Heart of Borneo</i>
Stewart, Rory	<i>The Places in Between</i>
Symmes, Patrick	<i>Chasing Che</i>
Theroux, Paul	<i>Subterranean Gothic</i>

* Also English 3/4

- C. Students will access various CD-ROMS, such as 3D-Atlas, to enhance their knowledge. Students will access Internet files in areas related to travel and adventure. Students will use the Macintosh writing lab on a regular basis.

IV. GENERAL INFORMATION

- A. Literary Walkabouts is an upper division course that is open to juniors, seniors and first semester sophomores.
- B. The course meets half of the District requirement for two Classical Strand courses.
- C. This course satisfies the U.C. entrance requirement for an upper division English class.

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