

		What (skill goals, knowledge, concepts, readings)	How (activities)
DAY 1	Morning	I. Class expectations and norms II. Introduction to idea of place III. Pre-assessment IV. Use of the five senses in writing	I. Hand out syllabus & honor code. Read Natalie Goldberg’s “Listening” and then brainstorm and agree upon rules for class. II. Brainstorm 10 words about place where they’re from. Eugene: hippies, Nike, cheering, balmy rain, grayish green, cozy, aluminum siding. Write all brainstorms on board. Discuss what comparisons, contrasts, generalizations can be made about place. III. Pre-assessment: Writing about a significant place from home IV. Writing exercise: “Total Recall” from <i>What If...</i> Take students through guided imagery of a past classroom scene, paying attention to details of all five senses. Have them then write everything they imagined from the scene. In small groups, read and discuss most striking images from scenes. Write most striking image from each on board. Discussion of senses in writing and what makes details memorable.
	Afternoon	I. Read Rabkin’s “Coming Around the Bend” II. Practice writing and observing environment III. Discussion of “functional fixedness” and “thinking outside the box”	I. Read article aloud as a group. Discuss main ideas about observing place and being an urban explorer. II. Take a silent trip through UCSC campus with notebooks. Each time a student notices something interesting or new or remarkable, s/he calls “Notebook” and the whole groups stops and writes down one observation in detail. Each student gets a chance to call “Notebook.” III. Play “Ned and Molly: A Party Game.” Discuss how students solved problem by thinking unconventionally
	Evening	I. Diagnostic writing assignment II. Read Stilgoe’s “Outside Lies Magic”	I. First writing assignment: 2-3 page essay about what students discovered “around the bend” on the UCSC campus, using all five senses and descriptive detail. II. Read and complete worksheet.
DAY 2	Morning	I. Writing Warm up II. Discussion of Stilgoe III. Sense Journal	I. Close-up/Long shot descriptions II. Discuss idea of urban explorer. Have students say everything they remember from the courtyard outside class. Go back outside and list everything they missed. Discussion of necessity of exploration. III. Using a Composition Notebook, make a Sense Journal to record observations about all five senses on each field trip. Make one collage or drawing on each pocket for each sense.
	Afternoon	I. Botanical Garden fieldtrip	I. Students complete three writing exercises, using setting of the Botanical Gardens. a. “Now I am Aware of...” focusing on sensations of each of the five senses. (what you see, hear, feel (physical sensation), feel (emotions) b. Objective Correlative – describing a eucalyptus tree in a way that conveys emotion. c. Find the plant/flower here that most embodies your personality or spirit. Why this object? Describe how it embodies you.
	Evening	I. Group reading of selection from Thoreau’s <i>Walden</i>	I. Each student reads a page aloud. The student to his/her left then restates, in his/her own words, what Thoreau was saying in the passage.

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DAY 3	Morning	I. Writing Warm up II. Thoreau Debate	I. Creating a Character from Setting. Chose two characters – a blind man, a washed-up movie star, a senior flunking out of high school, or a starving artist – and describe them only through their room. What unique items or details would each one have? II. Debate development of Walden Pond
	Afternoon	I. Introduce Things to Watch Out for in Your Writing	I. Hand out explanation sheet about adverbs, purple and formal language, clichés and easy outs. Hand out sample sentences. In small groups, students practice identifying the errors and correcting the sentences. Read corrected sentences to larger group.
	Evening	I. Read Thomas' "Letters to Caitlin" II. Use of senses in writing	I. Read letters and critique tone and descriptive details. What picture emerges of San Francisco? What emotion is evoked? What picture emerges of the relationship through the description of place? II. Read Amy Tan. Analyze use of sense details in her descriptive writing and how it shapes images and tone.
DAY 4	Morning	I. Henry Cowell Redwoods State Park Fieldtrip	I. Guided tour of Redwood Grove. Writing exercises on the River Trail, including describing the setting from the point of view of one of the character's from the Wednesday Warm-up (a blind man, a washed-up movie star, a senior flunking out of high school, or a starving artist), long shot/close up, one-inch window.
	Afternoon	COMPUTING CENTER I. Begin first descriptive essay	I. Develop thesis about what student "discovered" during his/her first week in Santa Cruz. Brainstorm six supporting examples of this discovery, two descriptive details each from the nature trail, Botanical Garden and Henry Cowell. Using thesis and examples, develop an essay in the same style as Thomas' "Letters to Caitlin." Write a letter home to a loved one describing Santa Cruz, with specific, unique details of the student's discoveries.
	Evening	COMPUTING CENTER I. Complete Essay 1	II. Finish essay in computing center.
DAY 5	Morning	I. Writing Warm-Up II. Peer edit Essay 1	I. Describing your own room to reveal you. Students then receive someone else's and say what is revealed about them. II. The students are each assigned one role - Transitional Traffic Cop, Language Brigade, Center of Gravity or Narrative Technician - and are given a specific task to complete for each peer essay they read, such as checking for smooth transitions or identifying the most memorable passages. One essay is read by the entire group and then workshopped by everyone. Students then split into two smaller groups and workshop half of the essays each, beginning with positive feedback and moving onto the observations made by the people in each role. The author is silent until the end, when s/he has one minute to respond or ask questions.
	Afternoon	I. Continue peer editing	I. Small group work continues

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DAY 6	Evening	I. Continue peer editing II. Develop Essay 1 revision plan	I. Continue peer editing II. Students individually read comments by peer editors and instructors on Essay 1. Students fill out worksheet assessing his/her essay, including perceived strengths and weaknesses and top three priorities for revision.
DAY 7	Morning	I. Writing Warm-Up II. Common Problems in Essays III. Read Reed’s “My Neighborhood” IV. Discuss the idea of insidership & outsidership when writing about place.	I. The Action of a Sentence. Goldberg exercise, tying together nouns and verbs. II. Mini-lecture on tying examples back to thesis, summary vs. description, specificity of language & Easy Outs III. Students read the Reed essay as if they are workshopping it, identifying the Center of Gravity and the memorable images. IV. Identify Reed’s Center of Gravity. Which details worked? Why does place matter? Discuss insider vs. outsidership. How would this essay be different if it were written by someone outside of Reed’s neighborhood? Students develop brochures of their own hometowns, addressing any common stereotypes or misconceptions people might have about where they’re from.
	Afternoon	I. Myth vs. reality of hometowns II. Read excerpts from Margolin’s The Ohlone Way III. Begin Revision of Essay 1	I. Students present their brochures to the class II. Read introduction together then split into four groups, each reading one chapter. Small groups peer teach the salient ideas of their chapter to larger group. III. Using Revision Plan developed on Sunday, revise Letter Home about student’s discovery of Santa Cruz
	Evening	COMPUTING CENTER I. Revision of Essay 1 II. History of the Ohlones and the advent of Missions	I. Continue revising Letter Home about student’s discovery of Santa Cruz II. Have students research the California Missions via the internet
DAY 8	Morning	FIRST 1/2 HR: COMPUTING CENTER I. History of the Ohlones and the advent of Missions – continued II. Peer education on Ohlone Indians and the Mission	I. Students finish their research about the mission II. Students educate each other on Ohlone facts learned yesterday. Discuss relevance to today. Students discuss what they learned about the missions.
	Afternoon	I. Read Rodriguez’ “The Missions”	I. Introduce idea of subjective nature of place.
	Evening	I. Introduction of idea of Sacred Space	I. Pass out pictures of Devil’s Tower, WY (which is discussed in Momaday’s essay). Describe it one time in a straight-forward way. Describe it again as if your life depended upon getting to the top. Read Momaday aloud together. Compare his description of Devil’s Tower to our warm-up. Discuss what he means by sacred. Come up with a working definition of sacred space. Students write about what is their sacred space.
DAY 9	Morning	I. Mission San Juan Bautista Fieldtrip	I. Tour Mission San Juan Bautista. Students answer worksheet of questions about the preservation of the mission – whose point of view is preserved here. What is the balance between retain missionary history and Indian history?

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	Afternoon	I. Natural Bridges Fieldtrip	I. Begin brainstorming for Essay 2. What is your sacred space and why is it important to you? Students brainstorm: What is my identity? What places are important to me? Discuss what connections they can make between the two brainstorms. Which places are important to them because the places are significant to their identity? Picking one of those places, brainstorm all of its details. Have students then collect ten new entries in their Senses Journals, two for each sense.
	Evening	I. COMPUTING CENTER II. Essay 2	I. Begin to develop Essay #2: Choose one author from this week to use in the discussion of your sacred space. This author and his/her space can be used to contrast, a comparison, or simply a point of departure with which to discuss your sacred space. Begin writing essay.
DAY 10	Morning	I. Writing Warm-Up II. Essay 2 and/or Cannery Row	I. Describing character, based on settings in paintings. II. Continue reading or writing, whichever is needed more
	Afternoon	COMPUTING CENTER I. Essay 2	I. Finish writing essay 2
	Evening	I. Read Cannery Row, 1-51	I. Students read individually
DAY 11	Morning	I. Introductory discussion of Steinbeck II. "Nerd Camp"	I. Discussion of book structure, thematics. Significance of history and violence. II. Students read and respond to New Yorker article about CTY.
	Afternoon	I. "Nerd Camp" continued	I. Students mount a written response to the New Yorker article, representing CTY from an insider point of view
DAY 12	Evening	I. Introduction to landscape literature II. Landscape and poetry	I. Lecture by Lucia II. Exercises led by TA

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DAY 13	Morning	I. Introduce Steinbeck's use of place as subject matter II. Imitating Steinbeck's style	I. On the board: "How can the poem and the stink and the grating noise, the quality of light, the tone, the habit and the dream, be set down alive?" The question of place and literature. Discuss: How would you describe Cannery Row? How is this place different from all places? Why set this book there? Have students make a brochure of Cannery Row like they did for their own hometown. What values do each character represent? What different facets of Cannery Row do they show? Lee Chong, Doc, Mack & the Boys, Dora and her Girls? Examine p. 18 & 42 to see how the values of characters in this place is different from all others. What are the sacred spaces of Cannery Row? Palace Flophouse, 40. The boiler, 47. II. Writing exercises <ol style="list-style-type: none"> Imitate opening of CR No character alone could evoke the place as well as all of the characters together. Creative exercise: Pick a place - your hometown, downtown Santa Cruz, Monterey - and introduce us to a four characters who give us a different sense of that place. Spend a page describing each character and his or her immediate surroundings. How does your character and his or her actions evoke the feel and sensibilities of a particular place? What makes them different from characters who inhabit any other place? List on page 25-26 of Western Biological. Come up with list of your own. Page 85 - morning in Cannery Row. Describe how morning looks in the place of your story.
	Afternoon	I. Brainstorm for Creative Assignment	I. Pass out assignment of imitating Steinbeck and coming up with three fictional vignettes to convey one central place.
DAY 14	Morning	I. Monterey Field Trip	Aquarium 10-12
	Afternoon	I. Continued Field Trip	I. Visit Cannery Row. Writing Assignment: Find material for a modern update of Cannery Row. Describe one person here, one conversation, one place.
	Evening	COMPUTING CENTER I. Continue Creative Assignment	I. Continue vignettes
DAY 15	Morning	1ST HALF COMPUTING CENTER I. Finish creative assignment II. Prepare for final anthology and open mic	I. Finish vignettes II. Chose favorite piece of writing for the course and revise it for the anthology, focusing on word choice, organization, eliminating extraneous passages.

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	Afternoon	I. Continue prep for anthology and open mic	I. Same as above, as well as crafting and intro paragraph explaining why it has been selected for the anthology. Also find a 1 minute piece to read for open mic.
	Evening	I. Finalize piece for final anthology COMPUTER CENTER	I. Finalize favorite piece of writing for the course and revise it for the anthology, focusing on word choice, organization, eliminating extraneous passages.
DAY 16	Morning	I. Writing Warm-up II. Reflection on Writing for the Session	I. Brainstorm list of things you want to write about in the future. Pick three and write the first sentence/line. II. Write final reflective essay, answering four questions: What did you discover in Santa Cruz? What piece of writing are you most proud of and why? What piece of writing do you think needs the most work and why? What aspect of this class will you take with you into your future writing and why? Share one answer with larger group.
	Afternoon	I. Open Mic Reading	I. Every class member reads their anthology selection
DAY 17	Morning	WRAP-UP	