

Writing by the Bay (WBAY) CTY Course Syllabus

DAY	SESSION	WHAT (skills, goals, knowledge, concepts, readings)	HOW (activities)
Monday Day 1	Morning	<ol style="list-style-type: none"> 1. Class expectations and norms 2. Introduction to idea of place 3. Pre-assessment 4. Use of the five senses in writing 	<ol style="list-style-type: none"> 1. Handed out syllabus & honor code. Read Natalie Goldberg’s “Listening” and then brainstormed and agreed on rules for class. 2. Brainstorm 10 words about place where they’re from. Baltimore: wire, crabcake, humid, charm, hon, updo. Write all brainstorms on board. Discuss what comparisons, contrasts, generalizations can be made about place. 3. Pre-assessment: Writing about a significant place from home 4. Writing exercise: “Total Recall” from What IF... 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	<ol style="list-style-type: none"> 1. Read Rabkin’s “Coming Around the Bend” 2. Practice writing and observing environment 3. Discussion of “functional fixedness” and “thinking outside the box” 	<ol style="list-style-type: none"> 1. Read article aloud as a group. Discuss main ideas about observing place and being an urban explorer. 2. 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 group stops and writes down one observation in detail. Each student gets a chance to call “Notebook.” 3. Play “Ned and Molly: A Party Game.” Discuss how students solved problem by thinking unconventionally.
	Evening	<ol style="list-style-type: none"> 1. Diagnostic writing assignment 2. Read Stilgoe’s “Outside Lies Magic” 	<ol style="list-style-type: none"> 1. 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. 2. Read and complete worksheet.

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Tuesday Day 2	Morning	<ol style="list-style-type: none"> Writing Warm up Discussion of Stilgoe Sense Journal 	<ol style="list-style-type: none"> Close-up/Long shot descriptions 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. 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	<ol style="list-style-type: none"> Botanical Garden fieldtrip 	<ol style="list-style-type: none"> Students complete three writing exercises, using setting of the Botanical Gardens. <ol style="list-style-type: none"> “Now I am Aware of...” focusing on sensations of each of the five senses. (what you see, hear, feel, physical sensation, feel emotions) Objective Correlative - describing a eucalyptus tree in a way that conveys emotion. Find the plant/flower here that most embodies your personality/spirit. Why this object? Describe how it embodies you.
	Evening	<ol style="list-style-type: none"> Group reading of selection from Thoreau’s Walden 	<ol style="list-style-type: none"> 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.
Wednesday Day 3	Morning	<ol style="list-style-type: none"> Writing Warm up Thoreau Debate 	<ol style="list-style-type: none"> Creating a Character from Setting. Choose 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? Debate development of Walden Pond.
	Afternoon	<ol style="list-style-type: none"> Introduce Things to Watch out for in Your Writing 	<ol style="list-style-type: none"> Hand out explanation sheet about adverbs, purple prose, 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.

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	Evening	<ol style="list-style-type: none"> 1. Read Thomas' "Letters to Caitlin" 2. Use of senses in writing 	<ol style="list-style-type: none"> 1. 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? 2. Read Amy Tan. Analyze use of sense details in her descriptive writing and how it shapes images and tone.
Thursday Day 4	Morning	<ol style="list-style-type: none"> 1. Henry Cowell Redwoods State Park Fieldtrip 	<ol style="list-style-type: none"> 1. 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 Computer Lab	<ol style="list-style-type: none"> 1. Begin first descriptive essay 	<ol style="list-style-type: none"> 1. 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. 2. Using thesis and examples, develop an essay in the same style as Thomas' "Letters to Caitlin." 3. Write a letter home to a loved one describing Santa Cruz, with specific, unique details of the student's discoveries.
	Evening Computer Lab	<ol style="list-style-type: none"> 1. Complete Essay 1 	<ol style="list-style-type: none"> 1. Finish essay in computing center.

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Friday Day 5	Morning	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Peer edit Essay 1 	<ol style="list-style-type: none"> 1. Describing your own room to reveal you. Students then receive someone else's and say what is revealed to them. 2. 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 on to 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	<ol style="list-style-type: none"> 1. Continue peer editing 	<ol style="list-style-type: none"> 1. Small group work continues
Sunday Day 6	Evening	<ol style="list-style-type: none"> 1. Continue peer editing 2. Develop Essay 1 revision plan 	<ol style="list-style-type: none"> 1. Continue peer editing 2. 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.
Monday Day 7	Morning	<ol style="list-style-type: none"> 1. Writing Warm-up 2. Common Problems in Essays 3. Read Reed's "My Neighborhood" 4. Discuss the idea of insidership & outsidership when writing about place 	<ol style="list-style-type: none"> 1. The Action of a Sentence. Goldberg exercise, trying together nouns and verbs 2. Mini-lecture on tying examples back to thesis, summary vs. description, specificity of language & Easy Outs 3. Students read the Reed essay as if they are workshopping it, identifying the Center of Gravity and the memorable images. 4. 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.

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	Afternoon	<ol style="list-style-type: none"> 1. Myth vs. reality of hometowns 2. Read excerpts from Margolin's The Ohlone Way 3. Begin Revision of Essay I 	<ol style="list-style-type: none"> 1. Students present their brochures to the class. 2. Read introductions together then split into four groups, each reading one chapter. Small groups peer teach the salient ideas of their chapters to larger group. 3. Using revision developed on Sunday, revise Letter Home about students' discovery of Santa Cruz.
	Evening Computer Lab	<ol style="list-style-type: none"> 1. Revision of Essay 1 2. History of the Ohlones and the advent of Missions 	<ol style="list-style-type: none"> 1. Continue revision Letter Home about student's discovery of Santa Cruz 2. Have students research the California Missions via the internet.
Tuesday Day 8	Morning First ½ hr: Computing Center	<ol style="list-style-type: none"> 1. History of the Ohlones and the advent of Missions – continued 2. Peer education on Ohlone Indians 	<ol style="list-style-type: none"> 1. Students finish their research about the mission 2. Students educate each other on Ohlone facts learned yesterday. Discuss relevance to today. Students discuss what they learned about the missions
	Afternoon	<ol style="list-style-type: none"> 1. Imagist poetry 	<ol style="list-style-type: none"> 1. TA Imagist Poetry
	Evening	<ol style="list-style-type: none"> 1. Introduction to the idea of Sacred Space 	<ol style="list-style-type: none"> 1. 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.

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Wednesday Day 9	Morning	1. Sacred space discussion, continued	1. Student brainstormed what aspects of their sacred space represented their identity and why, contrasting this location against some others.
	Afternoon	1. Natural Bridges Fieldtrip	1. 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 can they 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 Sense Journals, two for each sense.
	Evening Computer Lab	1. Essay 2	1. 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, to compare or simply to provide a point of departure from which to describe your sacred space. Begin writing essay.
Thursday Day 10	Morning	1. Writing Warm-Up 2. Essay 2 and/or Cannery Row 3. “Death by Landscape,” “Body Ritual Among the Nacirema,” “The Unbearable Heart” “The Girl’s First Language.”	1. Describing character based on settings, Natural Bridges. 2. Continue reading or writing, whichever is needed more. 3. Students discussed how place was used in these different pieces and how an insider’s perspective differs from that of an outsider.
	Afternoon Computer Lab	1. Essay 2	1. Finish writing essay 2
	Evening	1. Read Cannery Row, 1 – 51	1. Individual reading

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Friday Day 11	Morning	1. Workshop	1. Split into two groups; each reads half of the essays and workshop, one group facilitated by instructor, the other facilitated by TA.
	Afternoon Computer Lab	1. Revision 2. 1:1 Conferences with Instructor	1. Work on revisions in the computer lab. 2. Instructor rotates to meet with students individually to discuss revisions.
Sunday Day 12	Evening	1. Introduction to landscape literature 2. Landscape and poetry	1. Lecture by TA 2. Exercise led by TA
Monday Day 13	Morning Computer Lab	1. Revisions 2. 1:1 Conferences with Instructor	1. Finish revisions in the computer lab. 2. Instructor rotates to meet with students individually to discuss revisions.
	Afternoon	1. Introductory discussion of Steinbeck 2. "Nerd Camp"	1. Discussion of book structure, thematics. Significance of history and violence. 2. Students read and respond to New Yorker article about CTY
	Evening	1. "Nerd Camp" continued	1. Students mount a written response to the New Yorker article, representing CTY from an insider point of view.

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Tuesday Day 14	Morning	<ol style="list-style-type: none"> 1. Introduce Steinbeck's use of place as subject matter 2. Imitating Steinbeck's style 	<ol style="list-style-type: none"> 1. 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 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 are different from all others. What are the sacred spaces of Cannery Row? Palace Flophouse, 40. The boiler, 47. 2. Writing exercises <ol style="list-style-type: none"> a. Imitate opening of CR b. No character alone could evoke the place as well as all the characters together. Creative exercise: Pick a place – your hometown, downtown Santa Cruz, Monterey – and introduce us to 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? 3. List on pages 25-26 of Western Biological. Come up with list of your own. 4. Page 85 – morning in Cannery row. Describe how morning looks in the place of your story.

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	Afternoon	1. Brainstorm for Creative Assignment	1. Pass out assignment of imitating Steinbeck and coming up with three fictional vignettes to convey one central place.
	Evening	1. Continue Creative Assignment	1. Start writing vignettes.
Wednesday Day 15	Morning	1. Monterey Field Trip	1. Aquarium 10 – 12
	Afternoon	1. Continued Field Trip	1. Visit Cannery Row. Writing Assignment: Find material for a modern update of Cannery Row. Describe one person here, one conversation, one place.
	Evening Computer Lab	1. Continue Creative Assignment	1. Continue vignettes.
Thursday Day 16	Morning	1. Writing Warm-up 2. Reflection of Writing for the Session	1. Brainstorm list of things you want to write about in the future. Pick three and write the first sentence/line. 2. 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 the larger group.
	Afternoon	1. Open Mic Reading	1. Every class member reads his or her anthology selection.
Friday Day 17	Morning	1. Wrap up, tie up loose ends, discuss where students can go next with their writing	1. Tie up remaining loose ends 2. Discuss where students can go next with their writing 3. Q&A with instructor and TA