

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL134

Year: 2024-2025

Course Title: Transformative Travel Writing – Study Away

Credit Hours: 3

I. Course Description:

This course provides students with an opportunity to study, reflect upon, and write about a culture other than their own. Students will look to both literature and personal narratives written by contemporary authors of the target area to help expand their own understanding and knowledge of that culture. Emphasis will be placed on how specific social inequalities are addressed. Through a process of reading, writing, and discussing, an overall deeper appreciation of how voice and narrative can reflect a culture's framework will be achieved. Upon return from travel, students will write a formal essay explaining a transformation of thought about a chosen aspect of the culture based on their own journal entries and travel experiences. Significant additional costs. Prerequisites: Instructor permission. 3 Cr. (1 Lec. 6 Lab.)

II. Additional Course Information:

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| 1. This course can be taken to fulfill a liberal arts, humanities, or unrestricted elective in any program. |
| 2. The travel component of the course will require physical and mental health, as well as an ability to work with others on a daily basis. Students will need to meet with their doctor prior to travel for check-up and immunizations. Students will need to meet with instructors prior to trip for interview. Students will gain awareness of concepts involving ethnocentrism and culture shock, and appropriate responses to these. |
| 3. Additional information will be provided by the instructor. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Write reflections describing their evolving cultural perspectives. |
| 2. Discuss social inequities encountered by engaging with literature and personal narratives of the target culture. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs –N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes - N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Competencies - N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ **CRITICAL THINKING & REASONING- Students will:**

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ **INFORMATION LITERACY - Students will:**

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ **SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area.

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Cultural responses to challenges or trauma.
2. Literature's role in social justice.
3. Personal narrative as a tool for change.
4. Travel and cultural perception/expectation versus reality/experience.

VII. Methods of Assessment/Evaluation

Method	% Course Grade
1. Written reflections before, during, and after travel	25-35 %
2. In-country/on-site participation	25-35 %
3. Class participation and attendance	15-25%
4. In-class and course follow-up presentations/project	15-25%

VIII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

Depending on the course trip and theme, individual instructors select course readings depending on the destination culture. The instructor should consult with his/her learning community teaching partner.
For example: Cambodia:

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1. Teri Yamada, ED <i>“Just a Human Being” and Other Tales from Contemporary Cambodia</i> . Nou Hach Literary Association Translation Series, No. 1. 2013	<input type="checkbox"/>
2. Teri Yamada, ED <i>Modern Literature of Cambodia: Transnational Voices of Transformation</i> . Nou Hach Literary Association Translation Series, No. 2. 2016	<input type="checkbox"/>
3. Menno De Block and Chan Kunthea <i>Diving Deep, Going Far: Stories of the Women Leaders Forming Cambodia’s Future</i> . JSRC Printing House. 2018	<input type="checkbox"/>
4. Thavry Thon, Peter Ford ED <i>A Proper Woman</i> . 2017	<input type="checkbox"/>
5. Muriel Paskin Carrison, retold <i>Cambodian Folk Stories from the Gatiloke</i> . Tuttle Publishing. 1993.	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials – None specified

IX. Other Learning Resources

Audiovisual: None specified
Electronic: None specified
Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.