WRTG 3020-068/-081
Travel Writing
Spring 2013

Instructor: Vanessa Schatz
Class Times: T, TH 11:00-12:15/2:00-3:15
Office: Hellems 89A
Classroom: MUEN E114, DUAN G1B39
Office Hours: W 11:00-1:00 or by appt.
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Course Overview

"Do not follow where the path may lead. Go instead where there is no path and leave a trail."
Ralph Waldo Emerson

This course is dedicated to explore literary works of the travel writing genre that have “left a trail” in a local and global context. We will study a variety of historic and contemporary travel writing literature/media with the goal of establishing a profound familiarity with this genre's particular writing styles. A majority of the semester will evolve around the development of notions of “home,” “homeland” and encounters with “the Other” as central themes in travel writing. To gain a profound insight into relevant dynamics surrounding “the Other” we will engage with the local international community through assigned writing projects. Ultimately, this course will emphasize confident writing through selected writing activities that promote the complex dynamics, the potential pitfalls, and the beauty of engaging particular cultural “others” through travel writing.

University of Colorado at Boulder Core Requirement

WRTG 3020 fulfills the core upper-division writing requirement for students with majors in Arts and Sciences. The course is approved for the Arts and Sciences Core Curriculum, written communication, and builds on the skills practiced through the first year writing core requirement by applying an advanced understanding of rhetorical concepts to communication within specialized fields.

CCH Requirements

WRTG 3020 meets the CCHE criteria for an Advanced Writing Course (GT-CO3) in the Colorado system of higher education.

Required Texts

All class materials will be posted on D2L or will be provided during class. Materials include essays, interviews, magazines articles and selected excerpts from:

- *The Best American Travel Writing 2012* by Jason Wilson and *The Best American Travel Writing 2011* by Sloane Crosley featuring the most notable works from selected travel writing magazines, journals, and websites.

- *A Sense of Place (ASOP): Great Travel Writers Talk about their Craft, Lives, and Inspiration* by Michael Shapiro featuring interviews with some of the most notable travel writers including Bill Bryson, Pico Iyer, Paul Theroux - among many others.

- Further assigned readings include assorted magazine articles (e.g. from Outside) and excerpts from published works by Ralph Waldo Emerson, Henry David Thoreau, Jack Kerouac, Rebecca Solnit, John Krakauer, Rory Stewart, and other relevant authors (a detailed bibliography list for further information will be posted on D2L).
IMPORTANT: You are responsible for acquiring posted readings in a timely manner. Please bring a copy of the reading materials to class on the day(s) that we are going to be discussing them and on announced workshop/drafting days.

Other Required Materials
- Writing Journal
- Class Notebook
- Copies of your work as needed for class and group discussions

Course Purpose and Goals
This course is designed to engage students in a variety of travel writing materials and assignments to promote competent and confident writers with the following goals:

- To become familiar with the specific content, style, and format of the travel writing genre.
- To understand and engage the theories, and practices of critical thinking and its written application. As writers and as readers, students will develop the necessary writing skills to construct effective and ethical arguments. Purpose is to engage students in mindful, reflective, and accountable writing as a form of personal engagement, demanding an awareness of the inherent power of language and its ability to bring about change.
- Students will explore the fundamentals of the writing process including different drafting, editing, and revision activities with the goal of developing the skills to research, observe, and analyze different travel writing materials as well as refining and reflecting individual writing projects.
- To exercise rhetorical skills and understand the application of language conventions rhetorically, students will learn to frame issues, define and defend theses, invent and arrange appeals, answer counterarguments, and contextualize conclusions.
- Students will explore writing processes designed to acquire and apply to necessary skills for mechanics and style that will convey meaning through concise, precise, and highly readable language.
- Finally, students will learn to identify and evaluate information sources for relevance, validity, and credibility.

Course Framework & Assignment Goals
In order to meet the abovementioned objectives, the course is comprised of lectures, writing workshops, classroom exercises, discussions, and student presentations. Our goal is to work together to bring our personal insights into the classroom and use travel writing content and this specific writing genre’s aspects to understand, critically analyze, and confidently advance your individual (travel) writing skills. Assignments are designed to address the following course goals:

- Throughout the semester we will hold different writing workshops and exercises every week:
  - Tuesdays will be our reading-intensive discussion day including short writing assignments.
  - Thursdays will focus more exclusively on activities related to practicing and improving your individual writing skills including different writing exercises (see course schedule for details) and workshops (individual and group writing assignments, work revisions, peer review).
- Assignments also focus on complex writing projects emphasizing sustained research, analysis, and argument addressing a specific problem, developed for a specific audience including exposure to different travel writing essays, articles, web analysis, and other related activities.
- Assignments will include presentation formats through the use of relevant technology where appropriate (individual oral or group presentations).

Note: Please review p. 7-11 for specific assignment details and individual assignment objectives.
Writing Workshops & Revisions

Workshops: Every major writing assignment will be workshopped in draft-format during class. Make sure to distribute your drafts in a timely manner and attend the workshop days stated on your syllabus. If you have to miss the day your draft is to be distributed, either distribute it during an earlier class or send the copies with a classmate.

Revisions: Good writing is a product of revision. During the course of this semester, you will be continually revising your ideas and the class work that represents them. You are required to revise your drafts of assignments before you hand in the final version.

IMPORTANT: Your final grade depends heavily upon the quality of your revisions!

How to contact the instructor & Conferences

The best and only sure way of contacting me outside of class and of my office hours is by e-mail (Vanessa.G.Schatz@colorado.edu), which I check regularly. If you send an e-mail, I generally respond within 24 hours.

I highly encourage you to schedule a conference to discuss any aspect of your work with me at any point during the semester. If you want me to review your work before a scheduled conference, you must e-mail it to me at least 48hrs in advance!

Course Schedule (subject to change over the semester)

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<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Readings &amp; Activity</th>
<th>Assignment(s)</th>
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| WEEK 1: Introduction to Travel Writing | T 01/15 | Syllabus/course requirements, student introductions  
Read: *Introduction to Travel Writing; Foreword* | Listen/ learn about course; acquire travel writing journal |
| | TH 01/17 | Discussion: Goals of travel writing  
In Class Writing Exercise 1: Finding & focusing your story (Travel Anecdote Vignette Preparation)  
Read: *Herodotus Excerpts; Jenkins, Amundsen Schlepped Here* | |
| | T 01/22 | Discussion: History of Travel Writing  
Read: *Reel, How to Explore Like a Real Victorian Adventurer; Effective Note Taking & Interviewing Techniques* | |
| | TH 01/24 | Discussion: History of Travel Writing wrap-up; Travel anecdote presentations  
In Class Writing Exercise 2: Effective Note Taking/Interviewing  
Read: *Home; ASOP, Pico Iyer* | Due: Personal Statement |
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<tr>
<th>WEEK 3</th>
<th>Travel Writing &amp; Literary Notions of Home</th>
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<tr>
<td>T 01/29</td>
<td><strong>Discussion:</strong> Literary notions of home</td>
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<td><em>In Class Writing Workshop:</em></td>
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<td>What is home?</td>
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<td><em>Read: Iyer, Maximum India; Compelling Beginnings</em></td>
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<td>TH 01/31</td>
<td><strong>Discussion:</strong> Literary notions of home wrap-up</td>
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<td><em>In Class Writing Exercise 3:</em></td>
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<td>Compelling Beginnings</td>
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<td><em>Read: Homeland; Ditrich, Walking the Border</em></td>
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<th>WEEK 4</th>
<th>Travel Writing &amp; Literary Notions of Homeland</th>
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<tr>
<td>T 02/05</td>
<td><strong>Discussion:</strong> Literary notions of homeland</td>
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<td><em>In Class Writing Workshop:</em></td>
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<td>Homeland Encounters</td>
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<td><em>Read: Dowd, A Girl's Guide to Saudi Arabia; Modulate your Middle/Conclusion</em></td>
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<td>TH 02/07</td>
<td><strong>Discussion:</strong> Literary notions of homeland wrap-up</td>
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<td><em>In Class Writing Exercise 4:</em></td>
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<td>Modulate your Middle/Conclusion</td>
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<td><em>Read: ASOP, Bryson; Bryson, In a Sunburned Country</em></td>
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<th>WEEK 5</th>
<th>Travel Writing &amp; the Other</th>
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<tr>
<td>T 02/12</td>
<td><strong>Discussion:</strong> Literary notions of the Other</td>
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<td>Prepare Questions for Individual Meetings</td>
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<td>TH 02/14</td>
<td><strong>In Class Individual Meetings</strong></td>
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<td><em>In Class Writing Workshop:</em> The Other</td>
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<td><em>Read: Vollman, A Head for the Emir</em></td>
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<th>WEEK 6</th>
<th>Travel Writing &amp; Conflict Zones</th>
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<tr>
<td>T 02/19</td>
<td><strong>Discussion:</strong> Travel Writing &amp; Conflict Zones</td>
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<td><em>Read: Stewart, The Places in Between; Gwin, Telltale Scribes of Timbuktu</em></td>
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<td>TH 02/21</td>
<td><strong>Discussion:</strong> Travel Writing &amp; Conflict Zones wrap-up</td>
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<td><em>In Class Writing Exercise 5:</em></td>
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<td>Illuminating Details &amp; Anecdotes</td>
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<td><em>Read: Krakauer, Death of an Innocent</em></td>
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Due: Group I Travel Anecdotes

Due: Group II Travel Anecdotes

Due: Group III Travel Anecdotes

Due: Group IV Travel Anecdotes
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<th>WEEK 7</th>
<th>Travel Writing as Profession</th>
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| T 02/26 | **Discussion:** Travel Writing as Profession  
**In Class Writing Workshop:** Travel Writing: Getting Published  
**Read:** *Travel Writer’s Interviews* (Iyer, Cahill, Stewart, McLane)  
**Prepare Questions for Guest Speaker** |
| TH 02/28 | **Guest Speaker:** Sean McCollum  
(Professional Travel Writer & Scholastics Author)  
**Read:** *Emerson; Thoreau*  
**Due:** Group V Travel Anecdotes |

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<th>WEEK 8</th>
<th>Travel Writing &amp; Transcendentalism</th>
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| T 03/05 | **Discussion:** Travel Writing & Transcendentalism  
**Read:** *Solnit, Open Door* |
| TH 03/07 | **Discussion:** Transcendentalism wrap-up  
**In Class Writing Workshops:** Transcendentalism  
**Read:** *Kerouac, On the Road*  
**Due:** Group VI Travel Anecdotes |

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<th>WEEK 9</th>
<th>Travel Writing &amp; Movies/Music</th>
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| T 03/12 | **Discussion:** Travel Writing & Movies; Selected Movie Clips  
**Read:** *Witt, Miami Party Boom* |
| TH 03/14 | **In Class Music & Writing Workshops**  
**Read:** *ASOP Theroux; Theroux, The Wicked Coast*  
**Due:** Group VII Travel Anecdotes |

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<th>WEEK 10</th>
<th>Travel Writing &amp; Web Publishing</th>
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| T 03/19 | **Discussion:** Travel Writing & Web Publishing  
**In Class Writing Exercise 6:** Web Publishing |
| TH 03/21 | **NO CLASS:** Encounters with the Other  
**Due:** Travel Writing: Getting Published |

| WEEK 11 | **NO CLASS:** ENJOY YOUR SPRING BREAK (03/24-03/29)  
**Read:** *Baez, The Coconut Salesman; Trebincevic, The Reckoning; Freed, Keeping Watch* |
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<th>WEEK 12</th>
<th>Sharpening Your Travel Writing Skills</th>
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| T 04/02 | Discussion: Sharpening Your Travel Writing Skills  
Read: Kenarov, *Memento Mori* |
| TH 04/04 | Discussion: Sharpening Your Travel Writing Skills wrap-up  
In Class Writing Exercise 7: Silent Walk |
|          | Due: Group VIII Travel Anecdotes |

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<tr>
<th>WEEK 13</th>
<th>Final Travel Writing Portfolio Workshops</th>
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<tr>
<td>T 04/09</td>
<td>Small Group Writing Workshops: Encounters with the Other</td>
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<td>TH 04/11</td>
<td>Preparations: Final Travel Writing Portfolio Presentations</td>
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|          | Due: Encounters with the Other  
Due: Group IX Travel Anecdotes |

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<th>WEEK 14</th>
<th>Final Travel Writing Portfolio Presentations</th>
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<td>T 04/16</td>
<td>Final Travel Writing Portfolio Presentations</td>
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<td>TH 04/18</td>
<td>Final Travel Writing Portfolio Presentations</td>
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<td>Course Evaluations/FCQs</td>
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<tr>
<th>WEEK 15</th>
<th>Final Travel Writing Portfolio Presentations</th>
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| T 04/23 | Final Travel Writing Portfolio Presentations  
Read: *Future of Travel Writing* |
| TH 04/25 | Discussion: Future of Travel Writing; Final Travel Writing Portfolio |
|          | Prepare Final Travel Writing Portfolio Questions |

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<th>WEEK 16</th>
<th>Travel Writing Outlook</th>
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<tr>
<td>T 04/30</td>
<td>Last Day of Class: Summarizing Thoughts on Travel Writing</td>
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<td>F 05/02</td>
<td>Turn in Final Travel Writing Portfolio</td>
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<td>Due: Final Travel Writing Portfolio</td>
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Written Assignments Overview

Guidelines for all Written Assignments
All written assignments are due at the beginning of class on the due date and must adhere to the following requirements:

- Hardcopy, stapled printouts (please do not e-mail me your papers)
- Must be typed in 12-point font, double-spaced, paginated numbered
- Include name, course, date, title of assignment
- All information presented in assignments that is not your original thought must be documented: Cite outside articles, sources, and insights appropriately (MLA or APA).
- Please use scholarly references e.g. gleaned from Google Scholar, primary news sources, books, or the databases available at the Library (Wikipedia is NOT one).
- Use standard U.S. or standard international English, well organized, and free of spelling and grammar errors. Please edit before submission.
- Furthermore, please keep a backup copy of all of your work until you have received your final course grade.

IMPORTANT: Since you will be compiling a final travel writing portfolio, KEEP EVERYTHING! Whether digital or hardcopy, graded or ungraded, keep all of your work over the course of the semester.

Campus Writing Resources

The Writing Center: All students are invited to bring their assignments to the Writing Center in Norlin Library for feedback and advice. Students are welcome to discuss writing from any discipline at any stage of the writing process. Fifty-minute consultations with experienced writing consultants are available by appointment at no charge to CU students.

The Writing Center can assist you with the following writing tasks:
- Improve your planning, logic, and organization
- Refine your clarity, style, citation, and grammar
- Prevent procrastination and writing anxiety

Note: Because the Writing Center is a very popular campus resource, please plan to make reservations at least one week in advance. When you go to the Writing Center, go prepared. Bring your assignment information, and any other related materials. The more context you give the writing consultant, the more appropriate assistance s/he can give you. Reservations can be made through the Writing Center website or in person. Find more information at: http://www.colorado.edu/pwr/writingcenter.html

Assignments

1. Personal Statement (50 points) – Due Th, 01/24
Provide a 2-page written personal statement describing your interest in travel writing: Why did you choose this class/topic? What do you find fascinating, challenging, rewarding about traveling and writing? Do you have experience with travel (writing); you may quote personal/business travel moments. What are your expectations for this semester?

2. Travel Anecdote Vignette & Presentation (100 pts) – Due Weeks 3-13
Most of our Thursday classes will begin with a brief discussion and presentation of one of your favorite travel anecdotes. Purpose of this assignment is to improve your detail-writing ability and presentation/public speaking skills.
Vignette: Written Assignment
A vignette is a short, well-written sketch or descriptive, impressionistic scene. It captures a moment in time, a “snapshot in words.” A vignette does not have an introduction, plot or conclusion. You are not aiming to tell a story; your focus is on one aspect, mood, character, setting or object. A vignette is a great descriptive exercise. Please consider the following assignment guidelines:
- Select a photo that captures one of your most memorable travel moments. This photo may show people (including yourself) or travel sceneries (nature, wildlife, cities etc.). Include the photo in your written assignment.
- Then, compose the photo’s story by starting with this simple sentence: The most memorable travel moment I’ve ever had was __________________________________________________
- Think of the specific details of your travel photo/moment. Think of what your surroundings/people looked like? What constituted the environment you were in; for example, what were people wearing, how did they act, what made the scenery so moving?
- Determine what made this travel moment so memorable? What did you learn from it? Why does it live so vividly inside you still?
- Next, write a 500 word description of your travel anecdote that focuses on the most telling, the most revealing, details and events. Consider what the reader needs to know to understand the impact of your specific travel anecdote vignette? What impact has it left on you?

IMPORTANT: Hand in a printed copy of your vignette due on your presentation day!

Presentation Details
You will present in groups of two. A sign-up sheet will be provided during the first week of class. You will read your vignette out loud. Then, you will show the photo that inspired your vignette. Students attending your presentations have to write down 2-3 questions in response to your vignette. Be prepared for a brief Q&A session after your presentation.

Note: Further specific in-class presentation details will be discussed during week 2 of classes!

Assignment Goal: Purpose of this assignment is to practice your ability to include details in your travel writing. Illuminating details and capturing specific scenes holds the key to a good description and can be full of meaning, embodying the most important characteristics you want to convey. The more precise you can be in identifying and isolating the right details, and the more fully you can evoke those particular details in the reader’s mind, the more powerful, compelling and effective your writing will be.

IMPORTANT: Keep in mind that you can never squeeze all the details of a place into a description. You have to “edit reality,” you have to isolate the most telling details, asking yourself which ones most powerfully and precisely convey whatever it is about the travel anecdote that is most relevant to your writing: Which details will best establish the points you want to make?

3. Travel Writing: Getting Published (150 pts) – Due Th, 03/21
To gain a profound understanding of the professional life a travel writer may lead, you will compose a travel magazine or newspaper article. The three main print outlets for travel stories are newspaper travel sections, travel magazines and lifestyle magazines. Please consider the following assignment guidelines:

Research
- Research your favorite travel magazine(s), newspaper sections etc. Popular resources in the US include National Geographic Traveler, Get Lost, Outside Magazine, Traveler Magazine UK (for a detailed travel writing magazine overview, please visit: http://matadornetwork.com/bnt/50-travel-magazines-that-want-to-publish-your-writing). Get a feel for the types of stories these magazines publish including featured subcategories.
- Choose a **topic specialization** (for example culture, food, history, politics, humor, outdoor activities etc.) you want to write about based on one of your own travel experiences or articles you enjoyed reading.

- Before writing, **brainstorm** and research the following strategic writing components: 1) know your writing goals and 2) know your audience/market!

**Writing your Article**

- **Option I**: Compose 1-2 paragraphs about one of your favorite travel moments (you may use the vignette as a basis for this assignment). Briefly describe what you specifically enjoyed about the chosen moment and how it inspired you to write your travel writing article (1/2-1 page).

- **Option II**: Choose 1-2 paragraphs from one of your favorite travel magazine/newspaper. Briefly describe what you specifically enjoy about the chosen segment(s) and how it/they inspired you to write your travel writing article (1/2-1 page).

- **Bring your story to life**: Compose a 5-page (including abovementioned writing option I/II) travel writing article considering the following writing elements:
  
  - **Accuracy**: One especially critical element in re-creating a travel experience is accuracy. Travel pieces must be accurate in two ways. First, they must be factually accurate in their reporting. The second kind of accuracy is in perception and description. Ensure solid research as basis for accurate writing.

  - **Show, Don’t Tell**: Your travel writing piece will be much more powerful if you engage the reader in the creative process. Don’t spell out the fact that you were moved by an experience – make the reader feel moved by the way you describe the experience. Re-create the experience so that the reader is in your shoes.

  - **Avoid cultural clichés and be a vigilant self-editor**: Always make your words and descriptions your own.

  - **Voice**: Travel stories need a warm human voice. Don’t try to write like a fact-checker or reporter who is simply recording their surroundings, without any sense of engagement. Your humanity should be one of the fundamental strengths of your story. Your voice should be a reflection of your personality and style, whether romantic, reflective, funny, sarcastic or informative.

  - **Pacing**: What kind of pace do you want your story to have? It can be headlong and breathless or slow and measured. Make sure the pace fits your piece, and that you are in control of the pacing of your story!

**Assignment Goal**: This assignment addresses critical elements of travel writing style devices that help to determine the success – or failure of a good travel story. It also encourages research and critical inquiry as the basis for authentic and professional writing.

**4. Writing Exercises/Workshops Favorites (3@50pts each) – Due Th, 05/02**

Select 3 of your favorite writing exercises or workshop activities we conducted in class throughout the semester. Carefully review feedback you received during your writing workshops and/or edit your drafts. Based on your revisions, compose a 2-page essay, narrative or journal-style paper per exercise/workshop activity. Include a total of 6 pages in your **Final Travel Writing Portfolio**. Choose from the following list of exercises/workshops:

- **In Class Writing Exercise 2**: Effective Note Taking/Interviewing
- **In Class Writing Workshop**: What is home?
- **In Class Writing Exercise 3**: Compelling Beginnings
- **In Class Writing Workshop**: Homeland Encounters
- **In Class Writing Exercise 4**: Modulate your Middle/Conclusion
5. Encounters with “the Other” (150 points) – Due Th, 04/11

The human connection is arguably the most powerful element of travel, spanning cultures and backgrounds. Purpose of this assignment is to engage with the local international community on CU's campus and to infuse your travel writing abilities with lively prose and authenticity. Dialogue will be your key element to help enliven your writing; it can be used to humanize your writing, to inject characters in a way that creates warmth and resonance for the reader. It can also help to illuminate a place by supplying critical information in a “nontextbookway.” Please consider the following assignment details:

**Who is “the Other?”** (1-2 pages)
Before engaging with “the Other” answer the following questions (will be discussed during the In Class Writing Workshop 02/14):

- Who is “the Other” to you? What is “the Other” like? What feelings does he/she evoke? What makes encounters with the “the Other” so interesting/intriguing/challenging?
- Based on your notes, write down your personal basic definition of “the Other”; you may use reference from class readings or external sources.
- Compose 3 questions you have always wanted to ask “the Other.”

**Encounter with “the Other”**
Attend at least one meeting of the weekly International Coffee Hour sponsored by the International Student and Scholar Services (ISSS). The International Coffee Hour takes place Friday afternoons, 4:00 - 5:30 p.m. (except during school holidays) across from Baby Doe's in the UMC.

- Immerse yourself in the international campus community and choose a specific group of people that you consider “the Other” and find interesting.
- Introduce yourself and engage in conversation using your three questions as dialogue guidelines.
- Take good notes during or immediately after the conversation and, in no more than 500 words, reproduce your dialogue as closely as you can, so that someone who wasn’t there can ‘hear’ the content and flavor of your conversation: What essential information did “they” convey? Can you picture the person from their words?

**Character Development** (1 page)
- Based on your notes bring “the Other” to live by considering the following questions: What did “the Other” look like? What did he/she wear? What did he/she say? How did he/she act? What was most memorable about “the Other”?
- Next, write a 300—400 word description of your Other and include it in your written assignment before your dialogue.
- Take a photo of you and the Other, please include in written assignment.

**Reassessing the Other** (1-2 pages):
- When you are done with your meeting, determine the most rewarding outcomes of your conversation including challenging moments you may or may not have overcome throughout your dialogue.
- Document your learning experience from the Other: What did you learn about yourself and “the Other”? 
Total assignment length: 5-6 pages

Assignment Goal: The introduction of characters as well as character development is often critical to the success of a travel piece. Characters can illuminate places, and often help to propel and enliven a story. Engaging with “the Other” and becoming the Other, while being a culturally sensitive observer and listener, is a key element of the travel writing experience.

IMPORTANT: Use all your Senses. Most travel articles include good visual descriptions of the places where stories are set, but writers far too frequently ignore their other senses in their depictions. When we travel we experience the world with all of our senses. Cultivate the fine – and rewarding – art of paying attention to all the senses. Let your ears and nose and taste buds and fingers do as much work as your eyes!

6. Travel Writing Final Portfolio (200 points) – Due Th, 05/02
The travel writing final portfolio documents your development as a writer, and your knowledge and skills. Please include the final version of the following assignments:
- Write a 2-page introduction about your work: Describe and announce every piece of your portfolio, briefly explain why you composed the piece, what did you find challenging or especially rewarding?
- Travel Anecdote Vignette (500 words)
- Travel Writing: Getting Published (5 pages)
- Final versions of 3 of your favorite writing exercises/workshop activities (6 pages)
- Encounters with “the Other” (5 pages)

Final Travel Writing Portfolio Length: 20 pages (including references)

Assignment Goal: The demonstration of significant progress in meeting the class-specific writing goals including rhetorical and critical thinking skills that specifically pertain to the travel writing genre. The final portfolio will also include examples of writing/process in response to substantial feedback given throughout the semester.

7. Final Travel Writing Portfolio Presentations (100 points) – Due Weeks 14-15
Plan your presentation: Choose your favorite travel writing topics/activities. You will have 10 minutes total for your presentation (5-7 minutes for sharing your travel writing insights, 3-5 minutes for Q&A). Make sure that it fits the allotted time and that your travel writing topics/activities are represented properly. Think theme your presentation! You can choose any presentation format that “fits” your chosen topics/course activities (e.g. posters, power point, videos, audio recordings, music, performances). Test your performance in front of a mock audience or family/friends to see if they “get it”. Leave time for the audience to ask questions. Be prepared to answer in an informed way. You are the expert on your chosen travel writing topics. Note: We will have a detailed presentation discussion prior to your final presentations Thursday, 04/11.

IMPORTANT: Plan ahead! If your presentation requires certain media equipment, consult with me so that I can point you to campus resources.
Grading Scheme and Distribution

There are a total of **1000 points** that you can earn in this course. The points are distributed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Travel Anecdote Vignette &amp; Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Travel Writing: Getting Published</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Encounters with “the Other”</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Exercises/Workshops Favorites (3@50pts each)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Final Travel Writing Portfolio</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Travel Writing Portfolio Presentations</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

| Total Semester Points                           | 1000   |                           |

Grading Guidelines

In addition to the individual assignment standards, I will evaluate your work according to the following criteria (please review the abovementioned grading distribution for individual letter grade schemes):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Work of superior quality, excellent in content, form, and style – original, substantive, insightful, persuasive, clear, and free from mechanical errors.</td>
</tr>
<tr>
<td>B</td>
<td>Good, with no major flaws – interesting, with above-average thought and expression.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate or reasonable competent. May have a mixture of strengths and weaknesses.</td>
</tr>
<tr>
<td>D</td>
<td>Poor in content, form, or style-disorganized, illogical, confusing, unfocused, or containing pervasive errors that impair readability.</td>
</tr>
<tr>
<td>F</td>
<td>Incoherent or disastrously flawed, OR late, never workshopped, plagiarized, or never handed in.</td>
</tr>
</tbody>
</table>

Course Policies and Procedures

**Attendance policy:** Coming to class is a baseline expectation and is necessary for your learning and the quality of class discussion. You are allowed two absences without penalty. Please consider these days as “personal time off”. You can use these days when you are sick, out of town, or overwhelmed with other work. However, after you have used your personal time off, each subsequent absence results in a deduction from your final grade.

**A note on being sick:** Please do not come to class if you are ill or are experiencing serious signs of the onset of any illness! As long as you provide a doctors note, your absence will not be penalized.
Important: I will take attendance, and you will be penalized 1% of your final course grade for every class missed. You may, however, submit thoughtful responses to a set of discussion questions assigned to our weekly readings for each absence beyond your personal time off, in which case I will not deduct points for your absence. These questions will be due as soon as you return to class. Note: Final deadline for discussion questions is the last day of class on Tuesday, April 30th.

Punctuality Policy: Be punctual. If you walk in late, you miss important announcements, and you disrupt the class. Repeatedly showing up late for class will impact your attendance grade!

Technology in the Classroom: Please remember to turn off your mobile phones upon entering the classroom. Laptop computers can only be used for educational purposes. Computers and other technological devices cannot be used for any other purpose.

Maintain and Update Your E-mail Address: Each student is required to update and maintain a current CU-Boulder e-mail address (that ends in colorado.edu). You are expected to consult this e-mail regularly (at a minimum, 3 times per week), as I will be sending out important information to this address.

Policy on Course Readings: All readings are mandatory and vital to your success in this course. These readings must be done before each class because you will be unable to fully participate in our discussions and analyses if you have not done the required readings beforehand. Throughout the semester, I may be sending you, as well as uploading to D2L, discussion questions for selected readings in order to guide you and direct your attention to the main arguments of each reading. You are strongly encouraged to consult and reflect upon the discussion questions prior to coming to class.

Use of Desire2Learn (D2L): All readings and other materials that I will be using in class will be available on D2L. Please keep in mind that your attendance in class is mandatory, regardless of me providing information online. As you will see, the material I present in class will go above and beyond what is posted on D2L, and your grade — and knowledge about the subjects at hand — will suffer significantly if you do not attend each class and take supplementary notes.

In addition to accessing the readings and class materials, you can also use D2L to:
- consult your grades for each assignment, as well as your final grade when it becomes available.
- consult supplemental resources for those who would like to further broaden their knowledge of the writing topics at hand (these resources will be posted over the course of the semester).
- consult the syllabus, as well as a detailed description of each assignment.
- view PowerPoint presentations I may use during class.

If you have any questions about how to access D2L, please contact the Office of Information Technology: http://oit.colorado.edu/.

Grade Appeals: If you feel that you have received an inaccurate grade on an assignment, you may submit a written grade appeal to me within one week of the date that the assignment was handed back. You must refer to specific course concepts and to your specific assignment in your written grade appeal. We will set up a meeting to discuss your argument, which you will be required to defend.

Late Policy: All assignments must be handed in on time (i.e., at the beginning of class on the due date). Unless of extenuating circumstances resulting from a medical or family emergency (in which cases you must provide me with proper documentation), all assignments will be docked 5% per day (including weekends) if they are handed in late.
University Policies

Accommodation for students with special needs: If you qualify for accommodations because of a disability, please submit a letter from Disability Services to me in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices

Accommodation for religious observance: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. You should review the course schedule and notify your recitation instructor within the first three weeks of class if a religious observance will interfere with a course assignment or exam. See full details of this policy at http://www.colorado.edu/policies/fac_relig.html

Accommodation for military obligations: Please give me as much advance notice as possible if you must be absent to fulfill a military obligation. You will need a note from an officer verifying the reason for your absence. You will also need to arrange in advance for any work that needs to be completed.

Classroom behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, gender, gender variance, culture, religion, politics, sexual orientation, and nationalities. Class rosters are provided to the instructor with the student’s legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to records. See polices at: http://www.colorado.edu/policies/classbehavior.html and at: http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

English as a Second Language (ESL): If you speak English as a second language, you should contact me the first week of classes so that I can better assist you in the course, advise you about special ESL courses, and/or refer you to appropriate services on campus – if needed.

Discrimination and harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status.

Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

Sexual harassment: The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources
available to assist individuals who believe they have been sexually harassed may be found at http://www.colorado.edu/odh.

**Honor code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: [http://www.colorado.edu/policies/student-honor-code-policy](http://www.colorado.edu/policies/student-honor-code-policy). I reserve the right to submit any written work to a plagiarism detection website.

**Drop/Withdrawal Policy:** The last day to drop this course without tuition penalty is Wednesday, January 30th, 2013. For more information about details on the deadlines for withdrawing from this course visit: [http://registrar.colorado.edu/students/registration/registration_packet/drop_add.html#dropadd](http://registrar.colorado.edu/students/registration/registration_packet/drop_add.html#dropadd).