

ENC 3254: Travel Writing



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Contact Info:

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Office Hours:

Fridays 8:30–10:15am (in-office and via Zoom) and by appointment

COURSE DESCRIPTION

“Traveling—it leaves you speechless, then turns you into a storyteller.” Ibn Battuta

This writing-intensive course focuses on the art and practice of travel writing. Why do we write about travel—to share our experiences, to convince others to go places, to share the possibility of seeing new cultures, or to help us to know ourselves and others? All of these intentions can be reasons people write about travel, but ultimately, we want readers to see something through our eyes. We can find travel writing in journalism, on the internet and television, in podcasts, and, without question, in literature. What makes travel writing powerful? What words or images make us want to go places? What stories do we tell? To find out, throughout this semester, we will read and analyze exemplary genres of travel writing, and you will write your own travel articles and stories.

Because writing is a process, you will produce rough drafts of all of your major papers. If you put your best efforts into your rough drafts and carefully revise your work, you should produce your best possible writing, and you will leave this class a much stronger and more confident reader, writer, and thinker than when you entered it.

LEARNING OUTCOMES

In ENC 3254, students will learn to

- plan, draft, edit, and revise travel articles and essays
- adapt writing to an academic or professional critical audience
- synthesize the professional or critical essays used in travel writing
- write in a clear, concise, coherent, and well-organized style appropriate for specific audiences
- understand and employ the various forms of writing in the humanities, including summary, analysis, argument, and research
- avoid plagiarism

REQUIRED READINGS

1. *The Travel Writer's Way: Turn Your Travels into Stories* by Jonathan Lorie

RECOMMENDED READINGS

1. *On Writing Well: The Class Guide to Writing Non-Fiction* by William Zinsser

All Other critical articles and professional examples of texts are available in Canvas.

MAJOR ASSIGNMENTS

| Assignment | Assignment Description | General Education SLOs Met | Minimum Words | Grade |
|---------------------|---|--|---------------|-------|
| QUERY LETTER | Students will pitch one of their stories to a travel publication of their choice in a written Query Letter. | <i>Communication, Content, Critical Thinking</i> | 400 | 50 |
| DESTINATION ARTICLE | Students will identify an audience and publication and describe a place in a "round-up" piece, with visuals to convince readers to go to their destination. | <i>Communication, Content, Critical Thinking (Analyze and Connect)</i> | 1200 | 100 |

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| SPECIAL INTEREST ARTICLE | Students will identify an audience and publication and provide an in-depth look at a specific interest at a location. | <i>Communication, Critical Thinking, Connection</i> | 1400 | 100 |
| TRAVEL NARRATIVE | Students will write an autobiographical extended travel story that draws upon an actual experience. | <i>Content (Analyze and Connect), Communication</i> | 1500 | 150 |
| TRAVEL WRITING RESEARCH, PROPOSAL, & PRESENTATION | Students will work in groups and draw on all their skills to research and propose a trip itinerary for a travel writer. They will “pitch” this trip to their classmates. | <i>Communication, Content, Critical Thinking (Analyze and Connect)</i> | 1000 | 75 (+group grade 25) = 100 total |
| STUDENT TRAVEL WRITING REFLECTION | Students will analyze and reflect upon the readings, lessons, and feedback during the semester to share what they have learned about travel writing and their writing style and process. | <i>Communication, Content, Critical Thinking (Analyze and Connect)</i> | 500 | 50 |
| PEER REVIEWS (4) | Submit full drafts and provide detailed peer feedback on assigned reviews. | <i>Communication, Critical Thinking (Analyze and Connect)</i> | N/A | 100 |
| IN CLASS ACTIVITIES, READING QUIZZES & HW | Students will participate in small in-class assignments and complete minor HW | <i>Communication, Content, Critical Thinking (Analyze and Connect)</i> | N/A | 125 |
| ATTENDANCE | Attendance will be scored on the following: students are present in class, participating, and off devices. Students are allowed 2 unexcused absences each semester. Any absences after that will impact their grade. Two tardies (up to 15 mins late | | N/A | 100 |

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| | will count as one absence). If more than 15 minutes late, students are counted absent. See scoring rubric below. | | | |
| WRITER'S JOURNAL AND PEER WORKSHOP CHECKPOINTS (5) | Students will keep a journal with both prompted and unprompted writing. Feedback on the contents will come from peers in small workshopping groups. | <i>Communication, Content, Critical Thinking (Analyze and Connect)</i> | N/A | 125 |
| Totals | | | 6000 | 1000 |

Attendance

| | |
|------------------------|--|
| 0-2 Unexcused Absences | 100 points |
| 3 Unexcused Absences | 75 points |
| 4 Unexcused Absences | 45 points |
| 5 Unexcused Absences | 15 points |
| 6 Unexcused Absences | 0 points |
| 7+ Unexcused Absences | You are not eligible to earn a passing grade in the class. |

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, every assignment's word count must be fulfilled. Submitted assignments short of the minimum word count will receive zero credit. Final grades will NOT be curved.

Grading Scale

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|----|------|--------|----------|----|------|-------|---------|
| A | 4.0 | 94-100 | 940-1000 | C | 2.0 | 73-76 | 730-769 |
| A- | 3.67 | 90-93 | 900-939 | C- | 1.67 | 70-72 | 700-729 |
| B+ | 3.33 | 87-89 | 870-899 | D+ | 1.33 | 67-69 | 670-699 |
| B | 3.0 | 83-86 | 830-869 | D | 1.0 | 63-66 | 630-669 |
| B- | 2.67 | 80-82 | 800-829 | D- | 0.67 | 60-62 | 600-629 |

C+ 2.33 77-79 770-799 E 0.00 0-59 0-599

General Education Learning Outcomes

Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts.

Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

Writing Requirement (WR 6,000)

For courses that confer WR credit, the course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher. You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of "C-" will not confer credit for the University Writing Requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

General Education Writing Assessment Rubric

| | Satisfactory (Y) | Unsatisfactory (N) |
|---------|---|---|
| CONTENT | Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources. | Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. |

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| ORGANIZATION AND COHERENCE | Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| ARGUMENT AND SUPPORT | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. |
| STYLE | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure. | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. |
| MECHANICS | Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points. | Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. |

SCHEDULE OF CLASSES AND ASSIGNMENTS

This schedule is subject to change. Changes will be posted to Canvas. The online version of the schedule and due dates supersedes any paper copies. Assignments are due on the day they are listed. Any additional readings will be posted on Canvas or hyperlinked in syllabus.

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| Week | Monday | Wednesday | Friday |
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| <p>1</p> <p>1/9-1/13</p> <p><u>Unit One:</u></p> <p>What is travel writing?</p> | <p>Intro to Course</p> <p>Why travel writing?</p> <p>General course policies & introductions</p> | <p>“Why We Travel” by Pico Iyer</p> <p>Discuss types of Travel Writing</p> <p>Why we Travel Exercise?</p> | <p>“In Spain, a Shortcut to Solitude” by Lisa Abend (NYT)</p> <p>“The Wrong Side of the Tapestry” by Harriet Beecher Stowe</p> |
| <p>2</p> <p>1/16-1/20</p> <p>Defining travel writing</p> | <p>No Class, Martin Luther King Jr. Day</p> | <p>Intro: & Journal Entries</p> <p>Read, “First Timers Guide to Galapagos Islands” by Bianca Bujan (Lonely Planet)</p> <p>“Best things to do in Ecuador - Lonely Planet” by Wendy Yanagihara (Lonely Planet)</p> <p>36 Hours in Quito, Ecuador by Michelle Higgins (NYT)</p> <p>Exercise: Information + Persuasion + Entertainment</p> | <p>Read Travel Recipes Collection (on Canvas)</p> <p>Ch. 11 Lorie (p. 170-182)</p> <p>Journal Checkpoint 1</p> |
| <p>3</p> <p>1/23-1/27</p> <p>Writing from Notes</p> | <p>Intro: Destination Article Assignment</p> <p>Speed Journaling by Dave Fox (on Canvas)</p> <p>Read Lorie Ch. 1 (p. 1-16)</p> | <p>Exercise: Journaling – Attend Study Abroad Fair in Lieu of Class – Check in with Dr. S. while at the Fair!</p> <p>See details on Canvas.</p> <p>Complete Assignment #1 or #2 from Lorie Ch. 1 (for Study Abroad Fair)</p> <p>Read</p> | <p>MLK Day Extra Credit Due</p> <p>“On Keeping a Notebook” by Joan Didion (On Canvas)</p> <p>Compare journaling notes and practices in class.</p> <p>Writing from notes.</p> <p>Workshop:</p> |

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| | | | Destination article ideas – what do you want to write? |
| 4 1/30-2/3 How do we write about travel? How do we travel? Ethical Considerations | Watch: The Last Tourist Discuss risks/rewards of writing about “other” places/people How to use/take images in Travel Writing | Watch, “ The Danger of Single Story ” by Chimamanda Ngozi Adichie Excerpt on Cultural Relativism & Ethnocentrism available on Canvas How to Write an Author Bio & Activity | Journal Checkpoint 2 “ Be a More Sustainable Traveler ” by Livia Albeck-Ripka (NYT) “ The Environmental Impact of Travel & Tips to Travel More Sustainably ” by The Honest Consumer |
| 5 2/6-2/10 Unit Two: Audience, Who do we Write for? | Consistency in travel info, what content to include, what is necessary? Read Ch. 13 “Writing About Places” from Zinsser (p. 116-131). (Canvas) | Peer Review of Destination Article in Class | In-class Workshopping of Destination Article Common Writing Concerns in Travel Writing Destination Article Due |
| 6 2/13-2/17 Special Interest Writing & Audience | Into to Special Interest Article “ Karsts of China’s Getu ” by Katie Hunt (CNN Travel) Chapter 2 Lorie (p. 26-39) | Research “ Five Places in the United States to See Carnivorous Plants in the Wild ” by Jennifer Nalewicki (Smithsonian Magazine) “ A Primer On La Gritería: A Nicaraguan Holiday Tradition ” | “ Traveling while White ” by Katie Simon at BuzzFeed News Journal Checkpoint 3 |

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| | Chapter 5 Lorie (p.74-87) | Priscilla Blossom (The Hip Latina) Workshop: Special Interest article ideas | |
| 7 2/20-2/24 Query Letters & Incorporating sources | Scanned excerpts from Roy Stevenson & Don George & Janine Eberle on Canvas Ch. 15 Lorie (p. 248-279) How to Write A Query Letter | Incorporating Sources “ Traveling while Black ” by Farai Chideya (The New York Times) “ Gurgl, Austria – The ski season is here! ” by Nick Dalton (Travel Magazine) Reverse Engineer Query Letters | Drafting Query Letters in-class Workshop What are your “fun” facts? Group work. |
| 8 2/27-3/3 Types of Research | Query Letter Peer Review Out of Class | Ethnographic Exercise Who are your characters? Query Letter Due | Read Ch. 6 Lorie (90-102). Library Tour & Visit Bring the name of one book you want to check out to class! Meet at Library West. |
| 9 3/6-3/10 Research & Revising | Conduct Research & Begin Writing Article! Discuss Tone | Peer Review for Special Interest Article In-class | In-class Workshopping Special Interest Article due |

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| 10 3/13-3/17 | SPRING BREAK | | Y'ALL!!!! |
| 11 3/20-3/24 Facts and Memory; Creative Nonfiction | Intro to Narrative Writing Assignment Creative nonfiction; facts vs. memory Exercise: How many ways are there to tell the same story? "Daughters of the Springs" by Lauren Groff (Oxford American) | "Story Elements" by Innovative Teaching Ideas (YouTube) Ch. 3 Lorie (p. 42-55) Understanding Story Arcs | Ch. 4 Lorie (p. 58-71) Group Workshop: Travel Narrative ideas Journal Checkpoint 4 |
| 12 3/27-3/31 Unit Three: Narratives and storytelling; Adopting style | "Jasmine and Other Flowers that Make me Cry" Suzanne Joinson (on Canvas) "Homeland Legacy" By Saki Knafa (Condé Nast Traveler) on Canvas Writing & Rewriting Exercises | Narrative Elements "9 Creative Writing Tasks" by Priyanka Gupta (blog) HW: Complete 4/9 tasks! | Ch. 7 Lorie (p. 106-117) HW: Travel Narrative Pre-writing WS |
| 13 4/3-4/7 | Ch. 23 Zinsser (p. 261-280) | No Class – Personal Conference with Dr. S | No Class – Personal Conference with Dr. S |

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| Personal Conferences | The sum of your writing | | |
| 14 4/10-4/14 Critical Reflections, Peer Reviews | Peer Review Travel Narrative | In-class Workshopping Travel Narrative Due | Ch. 10 Lorie (p. 152-166). Journal Checkpoint 5 Introduction to Final Assignment & Group Work Time |
| 15 4/17-21 Planning A Trip & Travel Writing Analysis | Creating an Itinerary & Pitch Writing Personal Reflections | Creating a Cohesive Theme Group Work Time | Communicating Research Visually Group Work Time |
| 16 4/24-4/26 Presentations | Group Presentations | Group Presentations | No Classes – Reading Day |

COURSE POLICIES

Attendance

Attendance is required. If a student misses more than six periods during a semester, they will fail the entire course. Missing class on a double period counts as two absences. Only those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. In addition, attendance makes up 40 points of your semester grade and your missed

classes/tardiness will impact that score. (However, all students are allowed 2 absences with no penalty to their attendance grade).

Writing skills are gained by experience, so sessions often include in-class activities and discussion, which are difficult or impossible to replicate outside of class. Consequently, frequent absences will affect students' success in the course.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: Late arrivals disrupt the entire class. Multiple late arrivals will affect students' success in the course and two late arrivals will count as an absence.

Make-Up Work and Late Papers

Late work is not accepted without penalty—HOWEVER, there are some important caveats:

- Certain things like journal entries and peer review drafts MUST be ready by their due dates and times as they cannot be completed late without an excused absence. Other people and other learning activities and processes depend on you having work done by this time.
- You can turn in up to ONE paper late (up to 48 hours) with no penalty. Just post to your Canvas Assignment Submission Page, before the due date, and let me know you are using your free pass on the assignment.
- After using up your one late pass, any late work will receive a 20% deduction per day late.
- Incomplete work or work under the required word count will receive a zero.
- There are no resubmissions on past assignments.

Honor Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 15 Aug. 2007

c. The use of artificial intelligence or Chabot software is considered academic dishonesty. As indicated in the Honor Code, "A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source."

<<http://www.dso.ufl.edu/judicial/honorcode.php>>

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in Turlington 2215 for one-on-one consultations and workshops.

Classroom Behavior

Please keep in mind that we all have different backgrounds, beliefs, and experiences. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work

Check Canvas for the readings and homework that should be completed by the time you come to class. Drafts for peer review must be ready by class time on the day of peer review.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. Some in-class work cannot be made up.

Writing workshops require that students provide constructive feedback about their peers' writing. In general, students are expected to contribute constructively to each class session

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All assigned papers will be submitted as MS Word (.doc, .docx, .pdf) documents to Canvas. It is your job to submit the correct draft and assignment. Final drafts should be polished and presented in a professional manner. If no formatting requirements are listed on an assignment's instructions, the paper should be submitted in 12-point Calibri or Times New Roman font, double-spaced with 1-inch margins and pages numbered.

UF Recording Policy

Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and

can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please let me know how I can best make the class and learning experience effective and accessible!

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.