

## UWP 110 Specialized Genres in Professional Writing: *Travel Writing*

University of California, Davis  
Fall Quarter 2018 Course Syllabus  
Sydney, Australia

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**Class Time:** TBA

**Location:** CAPA Center, Sydney

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**Office Hrs.:** TBA

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Good travel writing is primarily about relationships. It's about the traveler in relation to a place, about one place in relation to another, about encounters with other people, about all the relations that make a particular place uniquely what it is. Good travel writers have three fundamental things in common: 1) They are **observant** and notice things that are unique to a place in interesting relation to each other. 2) They are able to draw on connections between **many kinds of knowledge** from many disciplines. 3) They are **interested** in the people, places, and things they experience while traveling.

The work you will do for this course is designed to improve your skills in the first two things; the third will have to come from you.

Being *observant* means that you notice what's around you. To do that, you can't zone out while you're walking, or riding buses, ferries, or trains. You also can't notice what's around you if you're gazing into your phone or laptop. At least two days a week, allow yourself to do nothing but observe during your commute or when you're out for a walk around your neighborhood or when you're out for a meal. The Travel Quickie assignments (explained later in this syllabus) are designed to give focus to your observing. You can (and should) do much more than you'll be asked to do for those assignments.

During this course, you will look at *the many kinds of knowledge* on which travel writers draw. Sometimes, the knowledge arises from them having been, again, observant, noticing changes of light, the behavior of water, learning specific bird or plant names, picking up on local idiom... Sometimes travel writers have done a little research, on the history of a place, for example. Many of the UWP 198: *Australian Art and Culture* field trips will give you historical knowledge, but you can (and should) dig up much more.

You can see a trend here: assignments and trips are set up to provide you with some guidance and knowledge, but to craft a good piece of travel writing, you will have to go after more. What you go after will be up to you and will depend on what you are *interested* in. To help move you towards good travel writing, throughout the quarter, we'll have discussions in class during which we'll discuss our experiences and share ideas that could make for good features.

This course is an opportunity for you to get the most out of your international experience. You'll be writing about things that interest you, and you'll be writing about experiences in which you are immersed. Seize every opportunity this course and this overall experience afford.

Please note that to be successful in this course, you must be familiar with and able to apply the general principles of good writing, including organization, development, sentence structure, grammar, and punctuation.

## Course Goals

This travel writing course aims to help you understand the role of travel writers and the work that they do. Through in-class discussions and activities as well as larger take-home assignments, students in this class will develop and hone a variety of skills that are necessary for success in this field. By the end of this course, students in this class should

- have a basic understanding of the fundamental skills necessary to produce good travel writing that could have a life beyond the gradebook
- have a basic understanding of the diversity of travel-writing audiences
- know how to go find interesting, worthwhile stories
- know how to find opportunities to publish their work

## Accommodations for Students with Documented Disabilities

If you have a disability that is documented through the UC Davis Student Disability Center, you should inform your instructor as soon as possible so he may take the steps necessary to accommodate your needs.

## Required Course Texts

The following textbooks are required for this course:

Michael Shapiro: *A Sense of Place: Great Travel Writers Talk About Their Craft, Lives, and Inspiration*, ISBN: 1932361081

Don George: *How to be a Travel Writer* (Lonely Planet), ISBN: 1786578662

In addition, please note that this course syllabus is *required* reading. You will be expected to know, understand, and follow the guidelines found here. If you have any questions about the material in this syllabus, please do not hesitate to ask your instructor.

Throughout the term, you will also be encouraged to read articles from a variety of travel publications. Reading these materials will encourage you to examine various writing styles, and it will provide you with opportunities to try new approaches to your travel writing.

## Criteria for Grading

The course will be graded by a letter grade. Your grades will be based on your performance on in- and out-of-class writing assignments and on a final exam. Some of the assignments for this course will require the integration of visual elements, photographs in particular. The work you hand in for this class will be graded according to University Writing Program (UWP) standards, and grades are not curved. **Please note that you must complete all major assignments to pass this course.** For more information on grading, please visit the UWP's grading standards page: <http://writing.ucdavis.edu/instructor-resources/grading-standards-1/>

## Plagiarism

The following definition of the word “plagiarize” was taken from the *Merriam-Webster Dictionary* and is provided in this syllabus so there is no confusion about this important topic:

*Plagiarize:* to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source

Plagiarism will not be tolerated in this course. If you attempt to pass off someone else's work as your own, you run the risk of failing the course. If you are unsure about what constitutes acceptable use of material from sources or what kind of collaboration or outside help is acceptable, please do not hesitate to ask your instructor. You may also access the Office of Student Support and Judicial Affairs website at <http://sja.ucdavis.edu> or contact them at 752-1128.

Academic Senate policy requires all instructors to refer cases of suspected misconduct to the Office of Student Support and Judicial Affairs (OSSJA), which has the sole responsibility for adjudicating cases and determining penalties within guidelines consistent with UWP policies. If OSSJA determines that an assignment has been plagiarized, that assignment will receive a grade of "F".

You are welcome and often encouraged to incorporate the work of others in your writing, but you must *always* give the original sources credit for their work. We'll discuss this in class, but remember: when in doubt, seek assistance from your instructor.

### **Attendance**

Daily attendance is essential to your success in this course, and you will be expected to attend every class meeting. You may not make up missed quizzes and in-class exercises, so missing class will be costly in terms of grades. Also, you will spend much of your time this term working with your classmates on in-class projects and workshops, so missing class can have a negative impact on the group. To avoid problems, just come to each class meeting prepared for the day.

Please note that if you miss class on a day when an assignment is due, you are still responsible for submitting that assignment that day in class by the time of collection; otherwise, the assignment will be considered late.

### **Deadlines**

You will receive due dates for each assignment in this course, and you will be expected to turn in all of your work on time. Assignments not handed in at the time of collection in class (or online if the assignment calls for electronic submission) will be considered late. Any assignment that is handed in late will receive a full letter grade deduction for each day it is late. Save yourself the stress. Plan ahead, do the work, and turn it in on time.

In addition, emailed assignments will not be accepted unless the assignment guidelines call for electronic submission. Printing and handing in your work is your responsibility. Please keep in mind that aside from some in-class writing assignments you may be asked to complete this term, handwritten assignments will not be accepted.

### **Written Assignments**

At this point in your academic career you should be fine tuning your writing abilities. Please note that assignments containing spelling and punctuation errors and other sentence-level oversights will be downgraded. As was stated above, handwritten take-home assignments (as opposed to in-class activities) will not be accepted. All homework assignments must be typed and printed. Always remember that the writing you hand in for this course is a representation of the *professional you* on paper. Make sure it's an accurate representation. And again, as was stated earlier in this syllabus, you must complete all major assignments to pass this course.

**NOTE:** Students must be present in class to complete and earn credit for in-class assignments. Such assignments may not be completed remotely, even if they are to be submitted online.

### **Assignment Revision Policy**

Throughout the quarter, you will receive opportunities to revise and resubmit your work. Although you will not be given this opportunity for *all* assignments, you will be strongly encouraged to seize the opportunity when it does arise. You'll be given specific revision information for each major assignment this term as well as deadlines for those revisions. Please note that all revised assignments *must* be submitted with the graded drafts attached. Also note that late revisions will not be accepted. As was stated above, save yourself the stress and submit your work on time.

### **Student Academic Success Center**

Although you're not able to visit the Student Academic Success Center (SASC) in person while you're studying in Sydney, there are still several valuable resources available on the [SASC website](#). Consider visiting that site as you work on your assignments this term.

### **Instructor Office Hours**

Your instructor will be available at the CAPA Center to provide guidance and feedback on your work during the times listed on page one of this syllabus. If these office hours do not work with your schedule, you're encouraged to schedule an appointment with him. To do so, talk with him after class, or send him an email at [kenandersen@ucdavis.edu](mailto:kenandersen@ucdavis.edu).

### **Course Assignments\***

The following list provides you with a general overview of the types of assignments you can expect to work on this term. You will receive a specific assignment prompt for each assignment, and you will be expected to adhere to the guidelines outlined in those prompts. Always remember that to pass this course, you *must* submit all major assignments.

\*Please note that the following information is subject to change and that you will receive advance notice of any assignment changes that are being made.

**NOTE:** This section will be completed when we get closer to our departure date

### ***Final Examination (10% of course grade)***

The final exam for this course will be an in-class writing assignment. You will receive an exam prompt that explains the guidelines for that exam.

Most of your writing assignments will require you to bring a polished, typed draft to class for a grade or for peer review on the days indicated in the assignment prompts. Printed work that is longer than one page must be stapled.

On peer-review days, editing partners will read and critique your draft, which you will need to turn in for credit with the final draft you submit for a grade. Not all assignments will include a peer review, but when a peer review session is scheduled, please come to class prepared.

Though specific formats will be determined for each assignment depending on its purpose and the audience for which it is intended, hard copy final versions must be typed, and they should be neat and professional in appearance.

## Grading

The grading scale below will be used for all graded work in this course.

A+ =	97-100%	C+ =	77-79.99
A =	93-96.99%	C =	73-76.99
A- =	90-92.99	C- =	70-72.99
B+ =	87-89.99	D+ =	67-69.99
B =	83-86.99	D =	63-66.99
B- =	80-82.99	D- =	60-62.99

Your final grade for this course will be determined through the average of all the work you will do this term. **Please don't wait until the end of the term to take an interest in your grade.** To know where you stand in terms of your course grade throughout the quarter, simply visit the Gradebook section on Canvas.

## Assignment Formatting & Submission

For several of the assignments you hand in this term, you'll be asked to adhere to the following formatting and submission guidelines. Note that you will be informed of any deviations from these guidelines within the assignment prompts.

### *Margins*

One inch (top, bottom, left, right)

### *Fonts*

Body text: Serif font (Examples: Times New Roman, Cambria)

Title & heading text: Sans serif font (Examples: Arial, Calibri)

### *Page Numbers*

Always number pages on documents longer than one page (last name, page number)

### *Spacing/Indentation*

Single space throughout (unless assignment guidelines call for double spacing)

No indentation

Skip one line between paragraphs

Skip two lines above headings

### *Printing*

Two sided is acceptable (single sided is preferred)

Black & white printing is acceptable for all class assignments

### *Submission*

Always staple any hard-copy document that is longer than one page (align pages neatly before stapling)

Avoid using paperclips unless the document you're handing in is too thick for staples

## A Message from Your Instructor

I have high expectations of you and the work that you produce, and I know you would not be attending this institution if you were not a highly capable individual with multiple talents. Although this course may not be as specific to your major as many of the other courses you have taken or will be taking, it is still an essential component of your education.

### *A Formula for Success*

You can succeed in my class, and doing so is relatively simple. Be in class every day; give each assignment the time, energy, and effort it requires; follow directions; proofread and edit assignments thoroughly; hand in all of your work on time; and actively participate in your education. Grades are not given in this class, they are earned. There will be no extra credit opportunities, and I do not grade on attendance. (You're paying to be here, so be here.) I also do not grade on participation. As a college student, you will find the most value in each class by actively participating in course discussions and activities. Simply showing up isn't enough. Get involved and seek out opportunities to learn and to hone your skills.

***Your Specific Responsibilities***

Although I am here to help you succeed academically and, ultimately, professionally, *you* are still responsible for your education. The following will serve as a guide as you work toward achieving success in this class:

- Do your best to be in attendance every day and to inform your instructor in advance of any circumstances that may impede your ability to do so.
- Do your best to be on time to class every day.
- Work hard to complete each assignment and have each assignment ready to hand in by or before the deadline.
- Hand in stapled, hard-copy versions of your written assignments (rather than electronic versions) unless otherwise specified by your instructor.
- Fulfill all of your responsibilities to your team members during team projects.
- Play an active role in class by responding to instructor questions; asking pertinent, thoughtful questions during class discussions; and providing worthwhile feedback to fellow students during peer-review sessions.
- Help to maintain a positive atmosphere in the classroom and during team meetings by being respectful of your fellow students.
- Do your best to avoid sentence-level errors in your written documents (spelling, punctuation, word choice, grammar).
- Read all assigned readings thoroughly.
- Work toward finding the value in each reading assignment, in-class exercise, public speaking opportunity, and all take-home assignments throughout the term.

***Some Helpful Hints—Things to Consider for Written Assignments***

As was stated on previous pages, there will be several opportunities to practice your writing skills this term. As you write for this class, remember that I will be grading your work in part on the correctness of the writing. As a college student, you should be working toward honing your writing skills. If you're not comfortable with the fundamentals of writing, you should seek out information and resources that will enable you to get comfortable. The ability to articulate your thoughts, ideas, and knowledge correctly in writing will open many doors for you. An inability to do so, however, may close those doors.

**Tentative Course Progression**

The following course progression indicates the topics that will be covered in class each week and lists due dates for each assignment. Please keep in mind, however, that the information contained here is subject to change and that you will receive advance notice of any adjustments to this schedule.

<b>Week/ Dates</b>	<b>Reading Assignments</b>	<b>Assignments, Topics &amp; Due Dates</b>
Week 1		Course introduction

9/24-9/28	Read chapter 1 in <i>How to Be a Travel Writer</i> (pgs. 6-17)	Diagnostic writing (in class) <b>Due:</b> Introduction diagnostic
Week 2 10/1-10/5	Read chapter 2 in <i>How to Be a Travel Writer</i> (pgs. 18-73)	<b>Due:</b>
Week 3 10/8-10/12	Read chapter 3 in <i>How to Be a Travel Writer</i> (pgs. 74-117)	<b>Due:</b>
Week 4 10/15-10/19	Read chapter 4 in <i>How to Be a Travel Writer</i> (pgs. 118-149)	<b>Due:</b>
Week 5 10/22-10/26	Read chapter 5 in <i>How to Be a Travel Writer</i> (pgs. 150-193)	<b>Due:</b>
Week 6 10/29-11/2	Read chapter 6 in <i>How to Be a Travel Writer</i> (pgs. 194-213)	<b>Due:</b>
Week 7 11/5-11/9	Supplemental reading materials	<b>Due:</b>
Week 8 11/12-11/16	Supplemental reading materials	<b>Due:</b>
Week 9 11/19-11/23	Supplemental reading materials	Assign final exam <b>Due:</b>
Week 10 11/26-11/30		<b>Due:</b> Final Exam