



via Wikipedia

# Writing about Travel

ENG 101

Instructor: Sarah Harsh

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Office Hours: by appointment

Meeting Time: 2:00-2:50pm, Monday, Wednesday, & Friday

Meeting Place: Calloway N204

Course website: <http://eng101.sarahharsh.com/>

## Course Information

**Course Description:** In this course, we'll look at how and why we write about travel experiences. We'll ask what it means for a place to be a destination, explore the relationship between travel and tourism, and interrogate how people interact with place. Rather than focusing exclusively on travel writing, we'll look at how the theme of travel spans genres. Texts will be selected from ethnographies, memoirs, guidebooks, films, blogs, podcasts, and periodicals. Students will build confidence moving between genres and composing multimodally. Questions of audience and purpose will be central to our discussion. This is a writing intensive course; students will be asked to write brief responses to the readings. In addition, students will have written and digital compositions exploring representations of cultural and geographic difference. For the final project, students will construct a digital portfolio of their work throughout the semester. This is a Domain of One's Own course; students will build their own website throughout the semester and publish their work digitally.

**Learning Outcomes:** These outcomes have been constructed around the Council of Writing Program Administrator guidelines for First Year Composition and modified for our course. See more here: <http://wpacouncil.org/positions/outcomes.html>

**Outcome 1: Rhetorical Composition.** Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations. Through composing a variety of texts such as blog posts, presentations, photo essays, memoir, and reflections, students demonstrate understanding of audience, purpose, and constraints. They use and adapt generic conventions, including organization, development, and style.

**Outcome 2: Critical Thinking and Reading Resulting in Writing.** As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others. Students will encounter the ideas of others in a variety of ways from research to peer edits. Students learn accepted and ethical ways to integrate other texts into their work, rightly handling citation and adaptation. Students use writing as a critical thinking tool.

**Outcome 3: Writing as Process.** Students understand and practice writing as a process, incorporating strategies of research, drafting, revision, editing, and reflection. In learning about their own writing process and doing guided reflective writing about that process, students learn to critique their own and others' works. Students will become aware that it usually takes multiple drafts to create and complete a successful text.

**Outcome 4: Interrogating Representations of Place:** As we read, write, and compose about different places, students will investigate what words are used to represent locations and ask why these words might be used.

**Outcome 5: Critiquing Narratives of Travel:** Students will think critically about the ways in which travel is operationalized in narrative form. We'll explore how authors interact with a place in their journeys, and why they tell their stories the way that they do.

## Required Texts:

Texts for Purchase:

- *The Bedford Book of Genres* by Amy Braziller and Elizabeth Kleinfeld
  - Be sure to hang on to your student access code since we will be using digital textbook materials.

Additional texts will be made available online via Library Course Reserves. Please bring all the assigned readings with you to class. Films that are not screened in class will be made available on reserve in the media library.

## Course Policies

**Domain of One's Own:** English 101: Writing about Travel is part of the Domain of One's Own project. This project enables students at all course levels and across the disciplines to author and administer their own websites. Student domains function as hubs for course work, social media, film and video archives, professional portfolio materials, and civic engagement resources. Throughout the semester our class will be exploring web literacies, new media composing practices, and experiential learning activities that put your domain to use. When the course is over, the space is yours to continue building on. We hope that you'll use it to narrate, define, and archive your learning.

**Attendance Policy:** Attendance is of vital importance in a discussion based and writing intensive courses like ours. It is your responsibility to notify me ahead of time if you miss a class. Unless otherwise arranged, you are still responsible for handing in that day's work. **If you miss more than three classes, your participation grade will be lowered by 5% for each skipped class.** Please speak to me if you have an extenuating circumstance that will necessitate numerous absences.

**Conferencing:** You will be required to schedule one conference with me throughout the semester. You may choose when you schedule this conference. I suggest you use the conference to discuss an assignment with which you are struggling. Your participation in conferencing will count towards your participation grade. Our class will not meet on select dates to accommodate conference time.

**Late Work Policy:** You are expected to turn in your work on time. Late work will be penalized 10% for each class period past the deadline. If you have a valid reason to hand in your work late, you may contact me *before* the deadline to arrange an alternative. Extensions are not guaranteed.

**Technology Policy:** If you prefer to use a computer in class, I ask that you do so respectfully. Cell phone use will not be tolerated. I reserve the right to ask students to stop using their devices if they become a distraction. Students who are using their devices for purposes unrelated to the class will be marked absent for the day.

**Academic Honesty:** I take academic honesty very seriously. Violations of the Emory Honor Code, especially those involving plagiarism, will not be tolerated. I am happy to meet with you and answer questions if you have concerns related to your project for this class. For a detailed review of Emory's Honor Code, please visit:  
[http://catalog.college.emory.edu/academic/policy/honor\\_code.html](http://catalog.college.emory.edu/academic/policy/honor_code.html)

**Email policy:** Email is the best way to contact me. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours.

**Public nature of course:** In this course, we will engage in peer editing exercises where your writing will be circulated amongst your classmates. Learning to respond to others' feedback is an important part of the writing process. As such, please regard all writing for this course as "public." However, if a situation arises where you would like to keep a select assignment private, please let me know and an exception can be made.

**Revision Policy:** Revision is an important part of the writing process. You will be given the opportunity to revise all of the assignments that comprise your portfolio. While I will not grade revised papers prior to the submission of the final portfolio, I am always happy to look at drafts.

**Workshopping:** We will have a number of workshopping days scheduled throughout the semester. We will have a brief lecture on one element of writing. Then, you will be divided into small groups to edit one another's assignments. You're expected to give thoughtful, sensitive feedback and your active involvement in the workshop process will count towards your participation grade.

## Course Assessment

**Assignments:** Detailed assignment sheets will be presented well in advance of due dates and we will discuss all assignments in class. Most assignments, including multimodal projects, will include a written reflection. Here is a brief overview:

- **Blog posts** (100 words): For many classes, you'll post to your blog a brief paragraph reflecting on the readings. Responses might include summaries, key quotes, and reactions to the assigned readings. You must conclude your paragraph with at least one question for class discussion. Some days, I will ask you to read aloud from your response or to share your response with others. This assignment is designed to help you think deeply about our weekly readings and to foster our discussions. Blog posts count as part of your participation and attendance grade.
- **Location presentation and discussion lead:** Students will choose and present on a location. Oral presentations will also include creating a Google Map and atlas entry for your chosen location.
- **Atlanta destination review:** For this project, you will travel to a local "destination" in the Atlanta area. We will discuss options in class. After your visit, you will write a review describing your chosen destination for a prospective visitor. You will post your review to travel website and write brief reflection. Your piece will adopt the conventions of traditional travel writing. This assignment will encourage you to explore the relationship between place and tourism. You may choose to include a revised review in your final portfolio.
- **Archival Exhibit:** Our class will take a trip to Emory's Stuart A. Rose Manuscript, Archive, and Rare Book Library to look at artifacts of travel. After class, you'll curate an imagined exhibit using the artifacts we explored. You'll write detailed captions for your chosen artifacts and an introduction to your exhibit.

- **Photo essay:** You will create a photo essay about a place. We will use Instagram to build a narrative of a place through photography. You will write analytical and descriptive text to accompany each photograph, as well as a longer introduction to your essay detailing the thematic focus of your project.
- **Digital travel collage:** In class, we will look at the way travel has been transmitted to the web. We will use Pinterest to collect images a popular travel destination. You will research your chosen destination and write a report to accompany your Pinterest collage in which you discuss how your destination is depicted on social media. This assignment will encourage you to think critically about digital representations of place.
- **Writing about home:** You'll write a memoir about your hometown. Using our primary texts as models, you'll construct a "portrait" of your hometown for an audience of non-residents. This assignment will encourage you to rethink a place you are quite familiar with from the perspective of an outsider. We'll foreground issues of nostalgia, memory, and belonging. After workshopping, you will revise this piece for your final portfolio.
- **Submission of portfolio:** You will be given the opportunity to revise your assignments throughout the semester. A selection of your revised assignments, along with a substantial reflection, will comprise your portfolio. Your reflection will state how your work achieves our course outcomes and detail how your writing has improved upon revision. **There will not be a traditional final exam for this course.** Instead, students will submit their portfolios during finals week.

### Weight of Assignments (How Grades are Calculated):

Location Presentation	10%
Archival Study	10%
Digital Collage	10%
Atlanta Destination Review	5%
Photo Essay	10%
Writing about Home	10%
Attendance, Participation, Blog posts	25%
Final Portfolio	20%

### Explanation of Letter Grades:

- **A:** An "A" assignment is a thoughtful response to the assignment that demonstrates exemplary rhetorical skills and mastery of genre.
- **B:** "B" assignments demonstrate a thorough understanding of the topic and a well-crafted response. While they may contain some minor errors, "B" assignments still demonstrate above-average rhetorical skills and a good understanding of genre.

- **C:** “C” assignments are average responses. They reflect some understanding of the topic and assignment, but lack insight or reflection. These assignments contain several errors, but still demonstrate adequate rhetorical skills.
- **D:** “D” assignments are poor responses that reflect a lack of understanding or a misunderstanding of the topic at hand. They have numerous errors, and demonstrate below average rhetorical skills.
- **F:** “F” assignments do not respond to the topic appropriately, contain an unacceptable number of errors and/or demonstrate a lack of rhetorical skills.

## Grading Scale:

### Percentage Scale:

Points/Percentage	Letter Grade
92.00-100	A
90.00-91.99	A-
86.00-89.99	B+
83.00-85.99	B
80.00-82.99	B-
76.00-79.99	C+
73.00-75.99	C
70.00-72.99	C-
66.00-69.99	D+
60.00-65.99	D
0-59.99	F

### Emory Point Scale:

Points	Letter Grade
4.00	A
3.70	A-
3.30	B+
3.00	B
2.70	B-
2.30	C+
2.00	C
1.70	C-
1.30	D+
1.00	D
0.00	F

## Student Resources

**Access and Disability Resources:** I want you to succeed in this course and in your career at Emory. Please contact me if anything is impeding your optimal performance in our classroom. This can include your own learning style, any classroom dynamics that make you feel uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that will impact your work. I will hold any conversations of this nature in the strictest confidence.

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR formerly the Office of Disability Services, ODS) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received. See the Emory Office of Disability Studies for more information: <http://www.ods.emory.edu>

**Emory Writing Center:** The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. Their discussion- and workshop-based approach enables writers of all levels to see their writing with fresh eyes

and to practice a variety of strategies for writing, revising, and editing. The EWC is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. EWC tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they won't proofread for you. Instead, they'll discuss strategies and resources you can use to become a better editor of your own work.

The EWC is located in Callaway N-212. They encourage writers to schedule appointments in advance as they can take walk-ins on a limited basis only. They require hard copies of traditional paper drafts and encourage you to bring a laptop if you're working on a digital or multi-modal text. Please bring a copy of your assignment instructions, too. In addition to their regular conferences in Callaway, they host Studio Hours every Tuesday from 7-9 pm in Woodruff Library 214. Studio Hours provide a supportive, focused workspace and are open to all students. EWC tutors circulate to encourage writers, provide resources, and address questions. For more information about the EWC, or to make an appointment, visit <http://writingcenter.emory.edu>.

**Tutoring for Multilingual Students:** If you are a multilingual student and English is not your first language, you may benefit from Emory's English as a Second Language services. I encourage you to take advantage of these services if you feel they may help improve your writing. The tutors are undergraduates who will support the development of your English language skills. Like Writing Center tutors, ESL tutors will not proofread your work. Language is best learned through interactive dialogue, so when you come to an ESL tutoring session, be ready to collaborate! ESL tutors will meet with you in designated locations across campus (visit the ASST program to view the list), and they will help you at any stage of the process of developing your essay or presentation. You may bring your work on a laptop or on paper. Each regular appointment lasts 50-55 minutes. Please note that you may only schedule two ESL tutoring appointments per week (Sunday-Saturday).

In Spring 2016, additional drop-in tutoring without appointment will be offered on three Sundays at the end of the semester: on April 17 and 24 as well as on May 1 from 4-6pm, near the circulation desk on the second floor of Woodruff Library (by the EPASS sign). During drop-in hours, tutors will be able to help you for a few minutes with your assignment. For more information and to schedule a regular appointment via ASST, please view our website: <http://college.emory.edu/ouc/student-support/esl-program/esl-tutoring.html>. Tutoring starts this semester on January 19.

**Emory Counseling Center:** Freshman year can be a difficult time for many students. If you feel overwhelmed, I encourage you to take advantage of the services offered by the Emory Counseling Center. Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be. <http://studenthealth.emory.edu/cs/>