

ARCADIA ABROAD

Course Title:	Cross Cultural Travel Writing: Scotland
Course Code:	SCOT ENTW 218
Subject:	Creative Writing, Journalism, Literature
Credits:	3
Contact Hours:	37.5
Semester/Term:	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> J-Term <input type="checkbox"/> Summer
Course Description:	<p>An introduction to cross-cultural travel writing from a Scottish perspective, this course explores original and critical texts on the topic with an emphasis on travel writing about Scotland or by Scottish writers. The class is designed to encourage students to explore, describe and reflect critically on multiple aspects of the genre as well as developing their own travel writing skills. A co-curricular excursion is built into the course, when students will have the opportunity to practice their writing in the field. The learning outcomes are framed around developing a travel blog that students create throughout the semester, and a final reflective presentation as part of a conference at the end of the course.</p>
Course Requirements:	<p>Required Text</p> <p>Charles Forsdick, Zoë Kinsley, & Kathryn Walchester. (2019). <i>Keywords for Travel Writing Studies: A Critical Glossary</i>. London: Anthem Press. Open Access eBook.</p> <p>Thompson, C. (2011) <i>Travel Writing: the New Critical Idiom</i>. New York: Routledge. Open Access eBook.</p> <p>Yee, Chiang. (2019) <i>The Silent Traveller in Edinburgh</i>. Edinburgh: Polygon. Cost: To Be Determined.</p> <p>Additional Readings and Resources</p> <p>Weekly readings (articles and book extracts) and PowerPoint lecture slides are available from on the course Canvas site through Arcadia University.</p> <p>Black, Ronald (Editor) <i>To The Hebrides: Samuel Johnson's Journey to the Western Islands and James Boswell's Journal of a Tour</i></p> <p>Bill Bryson, <i>Notes from a Small Island</i></p> <p>Billy Connolly, <i>Tracks Across America</i></p> <p>William Dalrymple, <i>In Xanadu</i></p> <p>Martin Martin, <i>A Description of the Western Islands of Scotland, Circa 1695</i></p> <p>Robert Louis Stevenson, <i>Travels with My Donkey</i></p> <p>Elizabeth Spence, <i>Letters from the North Islands during the Summer 1816</i></p> <p>Wainwright, A, <i>Wainwright in Scotland</i></p> <p>Victoria Whitworth, <i>Swimming with Seals</i></p>

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	<div>Assignments</div> <table><tr><th>Course Requirements</th><th>Percentages</th></tr><tr><td>1. Blog 1: What is travel writing? Reflective piece on how it differs from other genres.</td><td>17%</td></tr><tr><td>2. Blog 2: Arriving: people, culture, senses, landscape</td><td>17%</td></tr><tr><td>3. Blog 3: Unpacking: a critical reflection on a 'keyword' from Forsdick, et al</td><td>17%</td></tr><tr><td>4. Blog 4: Mapping: space and place in travel stories</td><td>17%</td></tr><tr><td>5. Blog 5: Exploring: sample of writing from co-curricular excursion</td><td>17%</td></tr><tr><td>6. Conference Reflective Presentation: select one blog or new concept to develop into a book pitch.</td><td>10%</td></tr><tr><td>7. Participation/Attendance/Blog Comments</td><td>5%</td></tr><tr><td>Total</td><td>100%</td></tr></table> <div>Blogs</div> <p>5 blog entries (17% each) required. 500-700 words each. Topics listed above.</p> <div>Conference Reflective Presentation</div> <p>A 10 minute presentation plus discussion. Topic to be agreed with instructor.</p>	Course Requirements	Percentages	1. Blog 1: What is travel writing? Reflective piece on how it differs from other genres.	17%	2. Blog 2: Arriving: people, culture, senses, landscape	17%	3. Blog 3: Unpacking: a critical reflection on a 'keyword' from Forsdick, et al	17%	4. Blog 4: Mapping: space and place in travel stories	17%	5. Blog 5: Exploring: sample of writing from co-curricular excursion	17%	6. Conference Reflective Presentation: select one blog or new concept to develop into a book pitch.	10%	7. Participation/Attendance/Blog Comments	5%	Total	100%
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<div>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</div>	<div>On completion of the course, students should be able to:</div> <table><tr><th>Learning Outcomes</th><th>Course Requirement that will be used to assess the student's achievement of this outcome</th></tr><tr><td>Maintain a travel blog with accompanying images.</td><td>Blogs 1-5</td></tr><tr><td>Find and focus a marketable story with an identifiable narrative arc.</td><td>All Assessments</td></tr><tr><td>Write vivid descriptions, and locate and describe characters.</td><td>Blogs 2 4, 5</td></tr><tr><td>Demonstrate reflective analysis of one's own writing.</td><td>Blog comments/Participation; Conference Reflective Presentation</td></tr><tr><td>Demonstrate intercultural sensitivity and awareness.</td><td>All Assessments</td></tr></table>	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome	Maintain a travel blog with accompanying images.	Blogs 1-5	Find and focus a marketable story with an identifiable narrative arc.	All Assessments	Write vivid descriptions, and locate and describe characters.	Blogs 2 4, 5	Demonstrate reflective analysis of one's own writing.	Blog comments/Participation; Conference Reflective Presentation	Demonstrate intercultural sensitivity and awareness.	All Assessments						
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	Session 1	What IS travel writing? What defines the genre? What defines the craft? <i>Blog 1 due</i>
	Session 2	Examples of Travel Writing 1: External Perspectives on Scotland
	Session 3	Writing Workshop 1: Voice <i>Blog 2 due</i>
	Session 4	Examples of Travel Writing 2: Local Perspectives
	Session 5	Writing Workshop 2: Structure <i>Blog 3 due</i>
	Session 6	Examples of Travel Writing 3: Narrative
	Session 7	Writing Workshop 3: Building Your Story <i>Blog 4 due</i>
	Session 8	Examples of Travel Writing 4: Cross-Cultural Mis/understanding
	Session 9	Writing Workshop 4: Perspective, Sensitivity, 'Truth'. <i>Blog 5 due</i>
	Session 10	Conference: Conference: Reflect on one blog or a new concept to start a conversation and pitch to a publisher. What's next for your writing?
Other Policies:	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p>	

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	<p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p>Title IX Statement Arcadia University is committed to providing a learning, living, and working environment that is free from discrimination. The University has an Interim Policy Prohibiting Sexual Harassment and Sexual Misconduct detailing our commitment to preventing and addressing such behavior. I understand the impact that sexual harassment and sexual misconduct can have and am committed to doing my part to foster an environment that is safe and equitable. Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual harassment or sexual misconduct to me outside of a classroom discussion, a writing assignment, or a University-approved research project, I must share what you reported to me with Arcadia's Office of Equity and Civil Rights and Title IX Coordinators (215-517-2659, oecr@arcadia.edu). This does not mean that you will have to pursue an investigation or go through a grievance process. Even if you do not choose these options, the Office of Equity and Civil Rights/Title IX office can provide supportive measures and other resources to you. If you or someone you know has experienced sexual harassment or sexual misconduct, please know that you are not alone. If you would like to speak to someone confidentially, confidential resources are provided on the Office of Equity and Civil Rights website.</p>
Prerequisites:	None.
Country and Program Connection:	This practical course invites students to engage directly with Scotland while they develop their writing skills. Students will be encouraged to seek out new experiences and foster important conversations through their documentation of this rich cultural experience. It encourages them to start conversations to help facilitate their engagement with a different culture and document their memories. Students will develop a comprehensive understanding of their new cultural environment through stimulating reflections, observation and writing. The course develops the student's observation skills and empathy to a new culture and physical environment through discovery, reflection and writing.