Welcome to WRT 305! Being a travel writer requires initiative, curiosity, time management, and reading. As a 4-credit course, this travel writing class assumes that each writer will devote a considerable amount of time to traveling (locally, state-wide, etc), writing on location, and honing polished final essays. You will have the support of this class, but need to be an independent thinker, traveler, journalist, researcher, reader, and, of course, writer. Among the tools necessary to be a successful travel writer are curiosity, a notebook, curiosity, a lust for reading, and, oh, curiosity.

Think of our class as a Writers’ Studio. For the next ten weeks, you will be ‘out there’ observing, recording, writing, and you will be checking in here, at the Studio, for guidance, practice, peer support, to celebrate breakthroughs and share frustrations, and, most importantly, to hone your skills as a travel writer.

We will progress from a Walking Task in which you will practice vivid description, to the Water Essay, in which you will practice descriptive writing and insight, and will add a layer of historical, contextual, theoretical or factual information to your work, to the Gathering Essay, when you will add yet another layer of cultural awareness of others. The third main project has an entirely different audience. While the essays are written for armchair travelers (readers of specific publications) who are experiencing the world vicariously through you (the purpose is to give them an immersive experience), the Wheelie Project is more whimsical and the audience will be this class: pictures and written text that capture the experience of movement, traveling by a wheel-powered vehicle other than a car, through a landscape.

Course Objectives: WRT 305 is an upper-level writing course designed for both Writing & Rhetoric majors and minors, as well as General Education students. As a Gen Ed class, this course provides extensive practice in writing effectively, reading complex texts and understanding human difference. These three skill areas, required for the (pre-2016) general education program at URI, are integrated into the assignments and activities of this course.

Upon completion of WRT 305 you will have:

- Gained experience in writing effectively, reading complex texts, and understanding human difference;
- Identified rhetorical situations calling for a wide range of responses;
• Evaluated the appropriateness of your rhetorical choices;
• Evaluated and responded to other writers, both professionals and your peers;
• Practiced organizing your texts according to the conventions of the genres and forums you choose;
• Produced sophisticated texts with correctness, recognizing and self-editing your errors
• Demonstrated coherence and cohesion in your written texts;
• Considered, applied, and controlled different stylistic options as crafting your texts;
• Synthesized and integrated insights across your projects in this course.

REQUIRED MATERIALS:

• All the essays and articles we will be reading are available for free online, or will be scanned and available in Resources. (Many of the essays will be taken from Winchester, Simon. *The Best American Travel Writing*. Houghton Mifflin, 2009. ISBN-10: 0618858660 – Some people prefer to have this book, but it is not necessary)
• Access to Online Writing Lab, Purdue University (https://owl.english.purdue.edu/)
• Access to *The Writer’s Market* in a local public or college library
• From time to time, you will need to print and scan materials
• Boat tour ticket. These range from $10 - $40. A scanned ticket stub will be required in the Water Project. You don’t have to buy a textbook, but I am asking you to pay for an experience.
• Access to a bicycle, skateboard, unicycle, train ride (commuter/steam/Amtrak), trolley ride, rickshaw ride, rollerblades. Any form of wheeled transport other than a car or bus.

TECHNOLOGY ACCESS REQUIREMENTS:
Although there are no technology prerequisites for this course, you must have frequent access to a networked computer and a scanner to successfully navigate the class. Sakai functions as a learning environment for us – quite literally, we meet here. Our discussions go on here. Our peer workshops and revisions happen here. Know that there is a predictable rhythm to the flow of our discussions and assignments. Access three times a week is a bare minimum for you to successfully complete all requirements for this course. If you will not be able to access our Sakai site at least three times a week for a substantial amount of time, then drop the class now before it is too late. Better, make it a habit to log in four or more times weekly for shorter periods.

The flow is this:

**Writing deadlines** operate on a **Tuesday – Thursday – Tuesday** cycle, with some Sundays.
Your drafts and revisions are generally due on **Tuesdays**. Responses to your groupmates’ drafts are generally due on **Thursdays**. These days will be used for both the project assignments and shorter writing exercises, and feedback on both. (Again, I have inserted some Sundays to ease the turnaround of projects later on.)

**Reading discussions** (both your original thoughts and your responses to others) operate on a **Monday – Wednesday – Monday** cycle.
Readings (either texts, podcasts, videos) are prompted on Monday, and you are responsible for posting an original response by **Wednesday**. By the following **Monday** (or late **Sunday** night – this is how it is flagged in the Schedule), you should have read
through everyone else’s posts and responded thoughtfully to at least two of them, continuing the conversation. For variety, sometimes responses will be short assignments rather than group reading discussions (which won’t involve responding to peers) – either way, you will be posting to Forums or Assignments.

Thus, if you log in three times a week, you can participate in this flow with some advance planning and discipline. As long as you hit the benchmark due dates, it does not matter to me when you log on or when you turn in your work.

Please note that steady participation over time through discussion is the way we build a class community. As such it is worth a substantial piece of your grade.

**Field Research:** This is a 4-credit 300-level university course and as such has a field research component. This involves traveling, writing extensive notes, talking to other people, listening to others, being sufficiently active and curious in order to learn about places and to reflect on their meaning to you. Scanned notes will be part of each project. Successful field research also requires planning in advance, especially in the summer version of this course. Deadlines come up fast and there is no time to delay the travel part of each project. The sooner you complete the travel, the sooner you can begin drafting, and this results in stronger writing at submission stage.

**PROJECTS AND ASSIGNMENTS:**
Your grade in this class will be based on your writing process, your final products, and your active participation with the other writers in this class.

- Discussion posts, short assignments, peer feedback = 25%
- The projects
  - Water Essay: Spatial/Environmental Project = 15%
  - Gathering Essay: Cultural Event Project = 15%
  - Wheelie Project: Rolling through Landscape = 15%
- Query Letter = 5%
- Final Portfolio with reflective introduction = 25%

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>

**About the Discussion Posts:** Because this is an online class, your participation on the discussion forum is a key contribution to building our learning environment. New discussion threads will begin on Monday, and you will have until Wednesday to post a minimum of one response to one of the prompts I provide (or, alternately, make up your own and start a thread). By the following Sunday night/Monday morning, you should have offered two thoughtful and constructive responses to
posts from other classmates. Please read Guidelines attached to Reading Discussion Forum to learn
more about the expectations of these posts.

**About Peer Feedback:** You will upload your “best draft” to your group and at least 2 of your
classmates will give you guided feedback. Likewise, you will offer feedback on their papers. These
workshops are an important way for you to hear how different audiences read and respond to your
writing. I will create those groups when the first projects are due. Please note that giving peer
feedback is an important part of your participation grade.

**About the Projects:** When you turn in each of your revisions for my comments, you will receive
credit for the project itself. Projects also include plans for revision and post-writes, to be submitted
with your revision. They will only receive a “process” grade at that time. My comments will be
aimed at offering more suggestions for revision in case you decide to polish that piece for your
portfolio. Students who do not revise based on their peer feedback will not get full credit for their
process in a project. Incomplete drafts will receive only partial process points; drafts that have not
been proofread and are riddled with silly and annoying typos will likewise be reduced.

**About the Portfolio:** When you submit your final portfolio, the project you choose to include will
be graded as a final version. For specifics, see the guidelines sheet (posted under “Resources”).

**“ATTENDANCE” AND PARTICIPATION:** Because this is an online course, "attendance"
looks different than in a traditional face-to-face class. Do know that I am able to track your activity
on the course site.

In addition, you are required to post at least three posts per week to the discussion board. For more
specifics on the discussion guidelines, please print out the instructions posted in the “Reading
Discussion” forum. For your three projects, you will be expected to offer peer feedback to your
classmates. This is real: discussion and feedback activities are worth 25% of your final grade.

Those who miss deadlines, post assignments late or not at all, do not upload drafts, and/or
contribute very little or nothing to online discussions will receive a grade of zero and/or
an unexcused absence.

Other absences or non-participation (for illness, accident, or personal tragedy) may be instructor-
approved; however, it is the student’s responsibility to contact the instructor—via email or a phone
message—to explain the absence within 12 hours of the missed deadline, or to provide
documentation at the following class meeting. Absences that are not university-sanctioned or
instructor-approved will mean a loss of points or a deduction to the final grade. The equivalent of
three weeks of “absences”—including non-participation and/or missed deadlines—will mean an
“F” for the course. This will be at the instructor’s discretion in consultation with the Department
Chair.

**FORMATTING PROJECTS:** All drafts should be generated with a word processing program,
and saved on your own storage device before uploading or submitting. Unless conventions of a
particular genre or forum dictate otherwise, please use 1-inch margins, 1.5 spacing, an 11 or 12-point
font, and include page numbers. **Each project must be submitted with your name and the date.**
SPECIAL NEEDS: Any student with a documented disability is welcome to contact me within the first week so that reasonable accommodations may be worked out to support your success in this writing course. Please also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 874-2098.

ACADEMIC HONESTY: It is assumed that each of you will work to the best of your ability. Learning is often a collaborative process; we can only learn when we work through the thoughts and words of others, and find ways to inhabit those thoughts ourselves. For this reason, I strongly encourage you to work together and learn from one another. Cheating, however, is a different story, and you should be mindful of the line between collaboration and stealing. You can always seek help from others, but ultimately you must do your own work. In all of your classes, it will be assumed that you understand plagiarism and its consequences. Please consult the **URI Student Handbook** about academic honesty and related issues. The penalty for plagiarism can be a zero for the assignment and a report to your academic dean, who has the option to fail you for the course; in addition, the charge of academic dishonesty will go on your record in the Office of Student Life, and the paper that shows evidence of plagiarism will be ineligible for inclusion in your portfolio. If you need more help understanding when to cite something or how to make clear your references, PLEASE ASK.

You must complete all assigned writing projects in order to pass the course. It is your responsibility to make sure that your work is successfully and promptly uploaded to Sakai.

DROPPING THIS CLASS: If you do not wish to continue with this class after a week or so, you are not automatically dropped from the class. Unless you fill out the necessary paperwork for dropping the course, your name will appear on the roster when grades are posted at the end of the semester, and you will receive a failing grade (F). Avoid this by following URI procedures, please.
# SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Writings</th>
<th>Hard Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Writing</strong>: Introduce yourself&lt;br&gt;Reflection on Syllabus&lt;br&gt;&lt;br&gt;<strong>Reading</strong>: Power, “Excuse Us While We Kiss the Sky”; Project 1 assignment sheet&lt;br&gt;&lt;br&gt;<strong>In the Field</strong>: Water Project field research</td>
<td><strong>Tues</strong>: Post Student Intro &amp; submit Reflection&lt;br&gt;<strong>Weds</strong>: original post on rdg&lt;br&gt;<strong>Thurs</strong>: email HJ: Boat tour plan&lt;br&gt;<strong>Sun pm</strong>: response posts to others</td>
</tr>
<tr>
<td>May 23 - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td><strong>Wrt</strong>: Walking Task/Showing vs Telling&lt;br&gt;<strong>Rdg</strong>: Power, “Mississippi Drift” &amp; Dickey, “The Last Wild River”&lt;br&gt;<strong>Field</strong>: Water Project field research: go on boat tour no later than Friday</td>
<td><strong>Tues</strong>: Walking Task/ Showing vs Telling due&lt;br&gt;<strong>Weds</strong>: orig posts on rdgs&lt;br&gt;<strong>Thurs</strong>: Pre-write for Water essay&lt;br&gt;<strong>Sun pm</strong>: response posts to others due</td>
</tr>
<tr>
<td>May 30 - June 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td><strong>Wrt</strong>: Water Essay drafting&lt;br&gt;<strong>Rdg</strong>: History of travel writing extracts; Cox, “A Dip in the Cold”; Stevenson, “Mecca of the Mouse”&lt;br&gt;[June 10th is last day to drop]</td>
<td><strong>Weds</strong>: orig posts due&lt;br&gt;<strong>Thurs</strong>: Best draft due: Workshop&lt;br&gt;<strong>Sat</strong>: Reader Responses due in Workshop&lt;br&gt;<strong>Sun pm</strong>: response posts to others due</td>
</tr>
<tr>
<td>June 6 - 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td><strong>Wrt</strong>: Water Essay; Podcasts response; find a travel article &amp; short analysis&lt;br&gt;<strong>Rdg</strong>: Listen to Paul Bunyan short podcast&lt;br&gt;<strong>Field</strong>: Gathering Project field research</td>
<td><strong>Tues</strong>: Water Essay Project due&lt;br&gt;<strong>Weds</strong>: Paul Bunyan response&lt;br&gt;<strong>Thurs</strong>: Gathering Plan due + pre-write</td>
</tr>
<tr>
<td>June 13 - 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Five</strong></td>
<td><strong>Wrt</strong>: Gathering Essay Project; ‘Plus value’ source&lt;br&gt;<strong>Rdg</strong>: Guillermoprieto, “Bolivia’s Wrestlers”; Trillin, “By Meat Alone”</td>
<td><strong>Tues</strong>: identify PV source and use&lt;br&gt;<strong>Weds</strong>: orig posts due&lt;br&gt;<strong>Sat NOON</strong>: Best draft due: Workshop&lt;br&gt;<strong>Sun pm</strong>: response posts to others due&lt;br&gt;<strong>Mon midnight</strong>: reader responses in Workshop</td>
</tr>
<tr>
<td>June 20 - 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Six</strong></td>
<td><strong>Wrt</strong>: Gathering Project&lt;br&gt;<strong>Rdg</strong>: BBQ challenge task&lt;br&gt;<strong>Field</strong>: Wheelie Project Field Research</td>
<td><strong>Wed</strong>: BBQ task due: Assignment&lt;br&gt;<strong>Thurs</strong>: Gathering Project due&lt;br&gt;<strong>Fri</strong>: Wheelie plan due&lt;br&gt;<strong>Sun pm</strong>: pre-write due</td>
</tr>
<tr>
<td>June 27 – July 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Seven</strong></td>
<td><strong>Wrt</strong>: Wheelie Project&lt;br&gt;<strong>Rdg</strong>: Wheelie Videos&lt;br&gt;<strong>Field</strong>: Wheelie Field Research completed</td>
<td><strong>Tues</strong>: TBA&lt;br&gt;<strong>Weds</strong>: orig posts due&lt;br&gt;<strong>Thurs</strong>: TBA&lt;br&gt;<strong>Sun pm</strong>: response posts to others due</td>
</tr>
<tr>
<td>July 4 – July 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
<td><strong>Wrt</strong>: Wheelie Project&lt;br&gt;<strong>Rdg</strong>: on place &amp; identity: TBA</td>
<td><strong>Tues</strong>: Best draft due: Workshop&lt;br&gt;<strong>Weds</strong>: orig posts&lt;br&gt;<strong>Thurs</strong>: reader responses in Workshop&lt;br&gt;<strong>Sun pm</strong>: response posts to others AND Wheelie Project due</td>
</tr>
<tr>
<td>July 11 - 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td>Wrt: Query Letter &amp; responses to peers in Workshop</td>
<td>Tues: QL drafts due - Workshop Thurs: Revised Query letter due</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>July 18 - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Ten</td>
<td>PORTFOLIO WEEK</td>
<td>Fully revised portfolios due by Friday July 29th in Sakai Dropbox</td>
</tr>
<tr>
<td>July 25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Any additions and/or changes to this Schedule will be made in Announcements **