



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:	An introduction to cross cultural travel writing from a Scottish perspective, this course explores the history of travel writing in Scotland from external viewpoints as well as from Scottish writers abroad. The class is designed to encourage students to explore, reflect and describe multiple aspects of Scottish identity. The learning outcomes are framed around developing a travel blog that the students create throughout the semester and a final reflective presentation as part of a conference at the end of the course. Including a weekend co-curricular excursion, the course inspires students to view Scotland and the world through their own documented development as travel writers.
Course Requirements:	Required Text George, D. (2013). <i>Travel Writing (Lonely Planet)</i> . Oakland, CA: Lonely Planet Publications. ISBN-13: 978-1-743-21688-0; Cost: To Be Determined Wainwright, A. (1988). <i>Wainwright in Scotland</i> . Australia: Penguin Books. ISBN-13: 978-0-718-12901-9; Cost: To Be Determined. Whitworth, V. (2017). <i>Swimming with Seals</i> . London, UK: Head of Zeus. ISBN-13: 978-1-784-97837-2; Cost: To Be Determined. Additional Readings and Resources Articles and powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University. Christian Baum: <i>Facebook Post</i> Bill Bryson: <i>Notes From a Small Island</i> Billy Connolly: <i>Tracks Across America</i> William Dalrymple: <i>In Xanadu</i> Daniel Defoe: <i>A tour thro' the whole island of Great Britain</i> Robert Louis Stevenson: <i>Travels with my Donkey</i> Elizabeth Spence: <i>Letters from the North Highlands during the Summer 1816</i>



	<p>Assignments</p> <table border="1" data-bbox="462 300 1453 1066"> <thead> <tr> <th data-bbox="462 300 1019 373">Course Requirements</th> <th data-bbox="1019 300 1453 373">Percentages</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 373 1019 447">1. Blog 1: What is travel writing? Reflective piece on how it differs from other genres.</td> <td data-bbox="1019 373 1453 447">17%</td> </tr> <tr> <td data-bbox="462 447 1019 520">2. Blog 2: Vignette of observed Scottishness - give it narrative form.</td> <td data-bbox="1019 447 1453 520">17%</td> </tr> <tr> <td data-bbox="462 520 1019 594">3. Blog 3: Gender and its impact on travel writing and the experience of travel.</td> <td data-bbox="1019 520 1453 594">17%</td> </tr> <tr> <td data-bbox="462 594 1019 709">4. Blog 4: Written piece in the style of one of the writers from class - parody, response, continuation, etc.</td> <td data-bbox="1019 594 1453 709">17%</td> </tr> <tr> <td data-bbox="462 709 1019 783">5. Highland landscape and Scottish Identity (focused on an aspect of the excursion)</td> <td data-bbox="1019 709 1453 783">17%</td> </tr> <tr> <td data-bbox="462 783 1019 972">6. Conference Reflective Presentation: Who are we writing for? Take one blog entry and rewrite it as a pitch to a publisher. Sample and summarize what a book might be like.</td> <td data-bbox="1019 783 1453 972">10%</td> </tr> <tr> <td data-bbox="462 972 1019 1024">7. Participation/Attendance/Blog Comments</td> <td data-bbox="1019 972 1453 1024">5%</td> </tr> <tr> <td data-bbox="462 1024 1019 1066">Total</td> <td data-bbox="1019 1024 1453 1066">100%</td> </tr> </tbody> </table> <p>Blogs A minimum of 5 blog entries (17% each) required. 500-700 words each. Topics listed above.</p> <p>Conference Reflective Presentation A 5 minute presentation plus discussion. Prompt above.</p>	Course Requirements	Percentages	1. Blog 1: What is travel writing? Reflective piece on how it differs from other genres.	17%	2. Blog 2: Vignette of observed Scottishness - give it narrative form.	17%	3. Blog 3: Gender and its impact on travel writing and the experience of travel.	17%	4. Blog 4: Written piece in the style of one of the writers from class - parody, response, continuation, etc.	17%	5. Highland landscape and Scottish Identity (focused on an aspect of the excursion)	17%	6. Conference Reflective Presentation: Who are we writing for? Take one blog entry and rewrite it as a pitch to a publisher. Sample and summarize what a book might be like.	10%	7. Participation/Attendance/Blog Comments	5%	Total	100%
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<p>Other Policies:</p>	<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</p>																						



	<p>falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <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 assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.</p> <p>Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at https://www.arcadia.edu/university/policies-guidelines/title-ix.</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.