

	J SCHOOL OF JOURNALISM COMMUNICATION & PUBLISHING	SYLLABUS	
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**PALAZZI FLORENCE ASSOCIATION FOR INTERNATIONAL
FLORENCE UNIVERSITY OF THE ARTS
JSCHOOL - SCHOOL OF JOURNALISM, COMMUNICATION AND PUBLISHING (PU)**

SCHOOL OF JOURNALISM, COMMUNICATION AND PUBLISHING
DEPARTMENT OF **JOURNALISM**
COURSE TITLE: TRAVEL WRITING
COURSE CODE: CPJLTW290

3 Semester Credits

1. DESCRIPTION

The basis of this course is the development of creative writing skills by focusing on the genre of travel writing. Students will read and discuss extracts from the great classics of travel writing as well as current travel journalism published in newspapers, magazines, and online. Assignments will focus on developing an individual voice, and honing ideas through revision and drafting. Topics will cover how to write for different audiences and publishing formats. Course projects and activities will interact with the journalism activities of Blending, the magazine and newsletter of FUA-AUF's campus press Ingorda.

This class includes experiential learning with CEMI.

2. OBJECTIVES

In this class students:

- Explore the history of travel writing
- Understand technical and stylistic features characterizing travel writing
- Read and analyze major travel writing authors to draw technical and stylistic inspirations
- Learn how to write on travelling employing different writing formats
- Critically read (travel writing) texts (from different epochs) extracting historical, visual, and technical principles
- Acquire writing, editing, and peer-reviewing skills – focusing on travel writing
- Explore editorial and commercial aspects pertaining travel writing

3. REQUIREMENTS

Foundational writing skills are not covered. Students are expected to apply a strong command of syntax, structure, and style according to the course topic.

4. METHOD

This course consists of lectures, class discussions, and projects. Mediums for instruction used may include but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, videos, slides, guided problem solving, and experiential and/or field learning activities where applicable.

This course prepares students to conceptualize, write, and publish works at a professional level. Selected articles will be featured in FUA-AUF's monthly newsletter and semesterly magazine, *Blending* (published by FUA-AUF's campus press, Ingorda). The periodical's mission is to provide unique insights on Florence and Italy from a multidisciplinary perspective.

The course 'Travel Writing' will cover dedicated sections focusing on themes such as, Florence/Tuscany/Italy as unique internationally accredited travel scenarios; interviews to locals to inspire and inform (travel writing) research sessions; visual and critical descriptions of Florentine and/or international scenarios for travel writing purposes, etc.

For formatting article submissions, please see the following formats on MyFUA:
Blending Newsletter, Magazine, and Radio Project Guidelines

5. TEXT BOOK – FURTHER READINGS – RESOURCES **TEXT BOOK**

Dial, C. *Travel Writing*, (McGraw Hill: New York), 2006

George, D. and Hindle, C., *Travel Writing*, (Lonely Planet: Footscray), 2013

The text book is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

FURTHER READINGS

(Books listed below are available in the FUA-AUF library)

LIBRARIES IN FLORENCE

The FUA-AUF library is located in Corso Tintori 21. Please consult the posted schedules for official opening times. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students may also utilize additional libraries and research centers within the local community:

Biblioteca Palagio di Parte Guelfa

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:
http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

Biblioteca delle Oblate

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:
www.bibliotecadelleoblate.it

The Harold Acton Library at the British Institute of Florence

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation. This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

7. COURSE MATERIALS

No additional course materials are necessary.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

30% Participation and Assignments (active participation and in-class activities)

20% Midterm Exam (or Field Learning project in intensive sessions or Special/Research project in intensive sessions without FL)

20% Final Exam

20% Final Project

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C- =70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the FUA-AUF academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

Absences are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category.

Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.

- Hours may be distributed in different formats according to the academic course schedules.

Late Arrival and Early Departure

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

Travel (or delays due to travel) is NEVER an excuse for absence from class.

It is always the student's responsibility to know how many absences he or she has in a course. If in doubt, speak with your instructor!

Participation: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work and in-class activities, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

11. EXAMS – PAPERS – PROJECTS

The **Midterm** exam accounts for 20% of the final course grade. For exam time and date consult the course addendum. **The time and date of the exam cannot be changed for any reason.**

Format: the exam is divided into three sections:

- Part I: Multiple choice questions for a total of 20 points.
- Part II: Short-answer questions (concise explanations, main ideas, key words, names, etc.) for a total 50 points.
- Part III: Essay questions (based on content, vocabulary, detail, etc.) for a total of 30 points.

Final Project – 20% of Final Grade

- The Final Project consists of collectively constructing the Travel Section of *Blending Magazine*. Project topics will be identified with the instructor starting from Lesson 5 and the written component for the *Blending* submission will be due by Lesson 9.
- The project requires:
 - Part I: Written article and accompanying photos, due by Lesson 9.
 - Part II: Oral presentation including a digital component. Presentations are scheduled during Lesson 14, the digital media format used for the presentation must be turned in 24 hours prior.
- Project guidelines & grading: See syllabus points 3 & 4 for the article + photos. The digital component for presentation is a deeper visual exploration of the topic that can be submitted in video, Keynote, PowerPoint, or Prezi formats. Students may be assigned to group topics; in this case the article+photo submission of the final project grade may be graded as a group but each group member must submit his or her own digital presentation prior to the final exam to be graded individually. A maximum of 60 points will be awarded to the first submission, 40 points for the digital presentation.
- *Extra credit opportunity*: Extra credit points towards assignments (max. 2%) may be awarded to students who a) participate in all 5 Blending meetings that are part of the Student Life and Development extracurricular activities program, and b) write at least one additional feature for the monthly newsletter.

The **Final** exam accounts for 20% of the final course grade. For exam time and date consult the course addendum. **The time and date of the exam cannot be changed for any reason.** Format: the exam is divided into three sections:

- Part I: Multiple choice questions for a total of 20 points.
- Part II: Short-answer questions (concise explanations, main ideas, key words, names, etc.) for a total 50 points.
- Part III: Essay questions (based on content, vocabulary, detail, etc.) for a total of 30 points.
- The Final Exam is cumulative

12. LESSONS

Lesson 1	
Meet	In class
Lecture	- Course presentation (syllabus, objectives, course material, assignments, grades) - Travel writing then and now: a short history (read George, D. Travel Writing, 11-12) - Profiling a travel writer: exploring professional and personal attitudes (George, D. Travel Writing, 21-23 and Dial, C. Travel Writing, 1-15) In-class activity: write a reflection paper reflecting on what personal and professional features a travel writer should have in your view (400-700 words) - to be completed and discussed on next class, 2
Objectives	- Explore the history of travel writing from a historical, stylistic, and technical perspective - Understand the evolution of travel writing formats, styles, genres, and audiences - Identify the personal and professional features of a travel writer
Readings/ Assignments	Read George, D. Travel Writing, 11-12, 21-23 Read Dial, C. Travel Writing, 1-15 Complete the in-class activity for next class, 2

Lesson 2	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 1) - History of travel writing: from the Grand Tour to contemporary blogs, websites, and guides - an overview - Three visions of the Grand Tour: Philip Dormer Stanhope, William Beckford, and The Gentleman's Pocket Companion (content, stylistic, and historical analysis) - Travel Writing from 1914 to the Present (read Thompson, C. Travel Writing, p 56-62) (content, stylistic, and historical analysis) <p>In-class activity: in a reflection paper, write how, from a stylistic, content and historical perspective, travel writing has changed throughout the centuries (from the Grand Tour to today) - to be completed for next class, 3</p>
Objectives	<ul style="list-style-type: none"> - Identify what personal and professional features a travel writer should have (via in-class discussions) - Know the history of travel writing - Recognize major writers, geographies, and themes of travel writing from the Grand Tour to the present - Analyze primary sources (on travel writing) from a content, stylistic, and historical perspective - Provide a critical multidisciplinary analysis of travel writing texts
Readings/ Assignments	<p>Read Philip Dormer Stanhope, William Beckford, and The Gentleman's Pocket Companion on: https://wnorton.com/college/english/nael/18century/topic_4/tour.htm (Three Visions of the Grand Tour)</p> <p>Read Thompson, C. Travel Writing on, https://epdf.pub/travel-writing.html</p> <p>Assignment: 1st Blending news assignment, see syllabus points 3 & 4 for format</p>

Lesson 3	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 2) - Travel writing today: content, stylistic, and technical analysis of great samples (the Instructor will select readings from George, D. Travel Writing, 89-123) - From reading to writing: textual analysis to acquire, develop, and find personal writing strategies and models (starting from George, D. Travel Writing's readings) <p>In-class activity: select a reading from George, D. Travel Writing's book and identify what stylistic, technical, and language strategies are used in the text and what areas/parts are more critical and may need further revision (to be completed for next class, 4)</p>
Objectives	<ul style="list-style-type: none"> - Familiarize with the language, structure, and voice of contemporary travel writing samples - Know major travel writing sources - i.e. books, catalogues, websites, guides - Understand the content, stylistic, and technical features of today's travel writing - Analyze travel writing texts to acquire and develop writing strategies - Provide critical textual analyses on travel writing texts
Reading/ Assignments	Read George, D. Travel Writing, 89-123

Lesson 4	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 3) - The pre-writing stage (an overview on the stages and processes) - Choose the right subject: destinations, trends, and foci - Travel trends and missions: subjective, objective, and editorial trends - Developing your story: pre-trip research session <p>In-class activity: choose a destination (either in Florence, Tuscany, Italy, or abroad - you are planning to go to) and organize the pre-writing stage, indicating: the name of the preliminary location; a preliminary tour (with landmarks and/or attractions you selected you will visit); what kind of travel experience you will have - i.e. subjective, objective, or editorial; what research channels/sources you will use to work on your text (to be completed for next class, 5)</p>
Objectives	<ul style="list-style-type: none"> - Know the stages and processes of the pre-writing stage - Organize a simple travel pre-writing plan - Identify a strategic destination, topic, and focus for writing purposes - Distinguish travel trends and derived missions (subjective, objective, and editorial) - Search professional and coherent sources to develop a preliminary writing draft - Prepare and present a pre-writing research draft to the class
Readings/ Assignments	Read George, D. Travel Writing, 43-48 and Dial, C. Travel Writing, 27-37

Lesson 5	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 4) - Getting started: the in situ phase (an overview) - The importance of note-making and note-taking in situ: documenting places through notes, impressions, and images - The importance of dialogue, characters, and anecdotes to characterize texts in travel writing - The importance of the writer's senses in travel writing: visualization, illustration, and writing <p>In-class activity: in reference to the destination-plan drafted in the previous class, 4, identify potential characters, places, and anecdotes to further document your text(s). Summarize their contribution to your narration in a short reflection paper (to be completed for next class, 6)</p> <p>Discussion on the final project <i>Blending Magazine</i> theme and brainstorming</p>
Objectives	<ul style="list-style-type: none"> - Understand the importance of the in situ stage to collect and process data - Consolidate note-taking skills to document personal travel writing portfolios - Comprehend the importance of dialogues, characters, and anecdotes for travel writing - Contemplate on the importance of personal feelings in travel writing - Identify potential characters, places, and anecdotes for personal travel writing texts

Reading/ Assignments	Read George, D. Travel Writing, 73-76, 187-198, and Dial, C. Travel Writing, 90, 118, 153-160
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Lesson 6	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 5) - From data collection to data organization: filtering and categorizing information - Brainstorming and outlining selected data for writing purposes - Setting a preliminary draft <p>In-class activity: starting from the in-class activity from previous class (5), select and organize your data to obtain a preliminary draft of your final writing</p>
Objectives	<ul style="list-style-type: none"> - Organize acquired information through outlines (for writing purposes) - Categorize information by relevance, chronology, and/or genre - Use outlines and schemes to organize writings - Present a coherent preliminary draft
Reading/ Assignments	<p>Read George, D. Travel Writing, 65 and Dial, C. Travel Writing, 97-108</p> <p>Assignment 2nd Blending news assignment, see syllabus points 3 & 4 for format</p> <p>Assignment: Complete the feature writing assignment for the <i>Blending</i> magazine piece by Lesson 9</p>

Lesson 7	
Meet	In class
Lecture	Midterm exam

Lesson 8	
	Academic break

Lesson 9	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 6) - From outlines to structure and style (overview) - Building blocks and transitions: stylistic and technical strategies - Elements of style: voice and pace (in travel writing) - Defining and finalizing outlines <p>In-class activity: starting from the outline from previous class (6), choose what voice and pace your text should have - justifying your choices. Finalize your draft, defining blocks and transitions (where/when applicable) (to be completed for next class, 10)</p>
Objectives	<ul style="list-style-type: none"> - Know and set writing styles and structures - Define writing blocks and transitions - Set a writing voice and pace (in a travel writing composition)
Reading/ Assignments	Read George, D. Travel Writing, 72-73, 76 and Dial, C. Travel Writing, 124-126

Lesson 10	
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Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 9) - Writing introductions: patterns, word choice, and strategies - The 'Five-Compelling-Beginnings model': critical analysis and inspiration - In-class presentation: present your Final Project's draft (intended destination; tour; landmarks; stories/anecdotes/characters; style; voice; block; transitions; intended audience; research sources) <p>In-class activity: while your classmates present their Final Project's draft, take note of potential writing challenges, suggestions, and tips (and then share them in a class discussion moderated by the Instructor)</p>
Learning objectives	<ul style="list-style-type: none"> - Know strategic writing patterns to write effective introductions - Present a finalized draft to peers (classmates) - Provide critical feedback to peers (classmates)
Reading/ Assignments	Read George, D. Travel Writing, 65 and Dial, C. Travel Writing, 110-112

Lesson 11	
Meet	In class
Lecture	<ul style="list-style-type: none"> - In-class discussion (on the assignment from previous class, 10) - Elaborate middle sections and conclusion: stages and strategies - Writing session in class and individual conferences with the Instructor
Learning objectives	<ul style="list-style-type: none"> - Learn how to elaborate middle sections and conclusion - Present a writing project to the Instructor – motivating technical and stylistic choices - Practice travel writing
Reading	Read George, D. Travel Writing, 69-77 Assignment: 3rd Blending news assignment, see syllabus points 3 & 4 for format.

Lesson 12	
Meet	In class
Lecture	<ul style="list-style-type: none"> - From final draft to editing: stages, strategies, techniques - Peer reviewing in travel writing: definition, function, techniques <p>In-class activity: in reference to the lecture on peer-reviewing, students will peer-review (either in written or oral form, TBA) their classmates' texts, providing critical insights on form, content, style, and foci</p>
Learning objectives	<ul style="list-style-type: none"> - Know the stages, strategies, and techniques leading from final draft to the editing stage - Acquire editing techniques – both theoretically and practically - Understand the importance of peer-reviewing in travel writing - Practice peer-reviewing strategies and techniques
Reading / Assignments	Read George, D. Travel Writing, 78-79 and Dial, C. Travel Writing, 138-152

Lesson 13	
Meet	In class

Lecture	- Finalization and pre-publication: stages, challenges, considerations - The publication stage: intended audience, target, formats - Getting published for newspaper and magazines; press trips & freebies; books; self-publishing – stages, strategies, challenges
Learning objectives	- Finalize a personal travel writing project - Understand pre-publication stages, challenges, and considerations - Explore publication formats, categories, and commercial challenges
Readings/ Assignments	Read George, D. Travel Writing, 133-159 and Dial, C. Travel Writing, 162-177

Lesson 14	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class presentation – on the writing project • General review
Learning objectives	<ul style="list-style-type: none"> • Present a personal writing project in front of peers • Comment, discuss, and defend stylistic and technical choices – made in the organization of the writing project • Peer-review writing projects
Readings/ Assignments	Review the whole material (lessons 1-15) for the Final Exam

Lesson 15	
Meet	In class
Lecture	Final exam