

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2017/2018**

Part I Course Overview

Course Title: Travel Writing

Course Code: EN6518

Course Duration: One Semester

Credit Units: 3 credits

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

This course aims to introduce students to a range of travel writing from different historical periods. Combining a thematic focus (questions of identity, class, history, language) with discussions of from diverse cultural perspectives, the course will engage multiple texts, leading students to think and write critically about travel texts. Throughout the course students will consider the possibilities of travel writing as it is expressed in different genres and mediums, including poetry, websites, audio and visual texts.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify key writers, texts, concepts related to the genre of travel writing		v	v	
2.	Examine the aesthetic and creative aspects of travel writing by exploring themes and styles of diverse texts		v	v	
3.	Apply critical reading, thinking, and writing skills in interpreting travel writing texts		v	v	v
4.	Discuss the characteristics of travel writing and understand their interdisciplinary possibilities		v	v	v
5.	Generate relevant creative responses in relation to travel writing		v	v	v
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CIOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Interactive lecturing and discussion	Each week students will be introduced to texts and will be encouraged to discuss and analyse them in pairs and in groups		v	v	v			
Composition and critical analysis of key concepts and ideas	Students will write a critical response papers to engage with key concepts and ideas introduced in class. They will also write a final research paper which will be done in stages.			v	v	v		
Application of knowledge through discussion and presentation	Students will give a presentation related to their project. Presentations will involve the whole class as they provoke discussion and questions			v	v	v		
Creative response to literary and cultural texts	Students work collaboratively to create a comprehensive travel writing project could include verbal, visual, and auditory elements.			v	v	v		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: <u>100%</u>								
Critical Essay: Students reflect and analyse issues using analytical, argumentative, or comparative prisms. They will need to carry out research to support and develop their argument and ideas.	v	v	v	v	v		40%	Individual Work
Collaborative Travel Writing Project: Students create a project that is engaged with relevant texts and contexts. They will give a short presentation based on their project.			v	v	v		30%	Group Work
Response Papers: Students will be asked to generate critical responses to specific topics throughout the semester	v	v	v	v			30%	Individual Work
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Critical Essay	Research and Interpretation; organisation; language	Demonstrates creative and original research; shows thorough understanding of the text; a very effective structure and focus of discussion is very clear; excellent language	Demonstrates some research and thoughtful ideas; shows good understanding of the text; an effective structure and a clear focus; show good language skills	Shows fairly good understanding of the text, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misinterpretation of the text; research limited; some problems with structure but focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of the text; little evidence of effective research; structure is confusing and focus of discussion cannot be identified; shows very weak language skills
2. Collaborative Travel Writing Project	Creativity; Organisation Content	The project is creative and well-organised. The content of the text, including written and audio-visual features, is original and stimulating	The content of the project, including written and audio-visual features, is informative and creative	The project design is largely functional. The content, including written and audio-visual features, is adequate	The project is not entirely effective. The content of the including written and audio-visual features, is insufficient	The project is not effective. The content, including written and audio-visual features, is irrelevant or inaccurate
3. Response Papers	Content and Interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of the text; a very effective structure and focus of discussion is very clear; excellent language	Demonstrates some thoughtful ideas; shows good understanding of the text; an effective structure and a clear focus; show good language skills	Shows fairly good understanding of the text, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misinterpretation of the text; some problems with structure but focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of the text; structure is confusing and focus of discussion cannot be identified; shows very weak language skills

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Literature, travel writing, cultural studies, fiction, non-fiction

2. Reading List

2.1 Compulsory Readings (tentative list)

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Basho, Matsuo. <i>The Narrow Road to the Deep North and Other Travel Sketches</i> . Penguin Classics, 1967.
2.	Bryson, Bill. <i>The Lost Continent: Travels in Small-Town America</i> . London: Black Swan, 2009.
3.	Davidson, Robyn, ed. <i>Picador Book of Journeys</i> . London: Picador, 2002.
4.	Delisle, Guy. <i>Burma Chronicles</i> . Montreal: Drawn and Quarterly, 2010.
5.	Ghosh, Amitav. <i>In An Antique Land</i> . Penguin. 2009.
6.	Hessler, Peter. <i>Rivertown: Two Years on the Yangtze</i> . Harper, 2001.
7.	Siro-Wiwa, Noo. <i>Looking for Transwonderland: Travels in Nigeria</i> . London: Granta, 2013.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Buzard, James. <i>The Beaten Track: European Tourism, Literature, and the Ways to Culture, 1800-1918</i> . Oxford: Clarendon P, 1993.
2.	Carmen Andraş ed. <i>New Directions in Travel Writing and Travel Studies</i> . Aachen: Shaker Press, 2009.
3.	Hulme, Peter, and Tim Youngs, eds. <i>The Cambridge Companion to Travel Writing</i> . Cambridge, UK: Cambridge University Press, 2002.
4.	Pratt, Mary Louise. <i>Imperial Eyes: Travel Writing and Transculturation</i> . London: Routledge, 1992.
5.	Thompson, Carl. <i>Travel Writing</i> . London: Routledge, 2011.