

EN6518: TRAVEL WRITING

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Travel Writing

Subject Code

EN - English

Course Number

6518

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

None

Precursors

None

Equivalent Courses

None

Exclusive Courses

None

Part II Course Details

Abstract

This course aims to introduce the literary sub-genre of travel writing. In this course students will read works from different historical periods exploring how works of travel writing are composed and organized in linguistic and stylistic terms, and

how cultural and historical discourses influence the way that travelers describe their journeys and encounters. In this way, travel writing will be read as a critically engaged genre that lays bare ideological and social tensions while also capable of advancing philosophical viewpoints about the nature of identity, mobility and travel. As we explore the possibilities of travel writing in different genres and mediums -- including poetry, websites, audio and visual texts - students will also create their own travel texts and reflect on their own practice as writers.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key writers, texts, concepts related to the genre of travel writing		x	x	
2	Examine the aesthetic and creative aspects of travel writing by exploring themes and styles of diverse texts		x	x	
3	Apply critical reading, thinking, and writing skills in interpreting travel writing texts		x	x	x
4	Discuss the characteristics of travel writing and understand their interdisciplinary possibilities		x	x	x
5	Generate relevant creative responses in relation to travel writing		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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	2, 3, 4
2	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.	3, 4, 5

3	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	3, 4, 5	
4	Creative response to literary and cultural texts	Students work collaboratively to create a comprehensive travel writing project could include verbal, visual, and auditory elements.	3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Travel Writing Submission: Students submit one or two works composed throughout the semester.	2, 4, 5	20	
2	Essay: Students conduct research and analyze course readings.	1, 2, 3, 4	40	
3	Group project: Students create a website that documents a particular location from different perspectives.	3, 4, 5	30	
4	Participation: Students are expected to actively participate in class	1, 2, 3, 4, 5	10	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Focus and Argumentation

Excellent

(A+, A, A-) The response contains well thought-out ideas that are clearly expressed, original, and supported. Coherent and compelling argumentation.

Good

(B+, B, B-) Focus is clear and appropriate for the writing task. There is a sense of originality in the purpose. Clear sense of argumentation.

Fair

(C+, C, C-) Focus and argument is evident but may need revision.

Marginal

(D) Focus is evident but may need significant revision. Weak argumentation.

Failure

(F) The response does not have a discernible focus or clear argument.

Assessment Task

Essay - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Language

Excellent

(A+, A, A-) Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.

Good

(B+, B, B-) Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear.

Fair

(C+, C, C-) Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

Marginal

(D) There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Failure

(F) Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.

Assessment Task

Essay - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Engagement

Excellent

(A+, A, A-) Sophisticated critical reading and interpretative skills apparent. Deep understanding of primary and secondary texts. There is a clear engagement and nuanced understanding of relevant theoretical concepts.

Good

(B+, B, B-) The discussion of the primary texts is appropriate and sufficiently detailed. There is an engagement with theoretical concepts.

Fair

(C+, C, C-) Adequate understanding of main texts. There is some attempt at engaging with relevant theoretical concepts.

Marginal

(D) Some discussion of the primary texts, but mostly in general and broad terms. The selection of primary texts may not be appropriate for the task. There is little evident of engagement with relevant theoretical concepts.

Failure

(F) Very little if any engagement with the primary or secondary texts

Assessment Task

Travel Writing Submission (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Focus and Organization

Excellent

(A+, A, A-) Very coherent structure and compelling focus

Good

(B+, B, B-) Effective structure and clear focus

Fair

(C+, C, C-) Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.

Marginal

(D) Structure is unclear and the focus needs to be revised considerably.

Failure

(F) Confusing structure and/or unidentifiable focus

Assessment Task

Travel Writing Submission - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Language

Excellent

(A+, A, A-) Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.

Good

(B+, B, B-) Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear.

Fair

(C+, C, C-) Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

Marginal

(D) There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Failure

(F) Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.

Assessment Task

Travel Writing Submission - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Creative Elements (including the use of visual and multimedia materials)

Excellent

(A+, A, A-) Highly effective, appropriate, and consistent use of creative and stylistic elements including the use of multimedia elements as appropriate.

Good

(B+, B, B-) Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.

Fair

(C+, C, C-) Adequate use of stylistic and creative elements; may lack in terms of appropriacy or consistency. There may be an effort to include multimedia elements but revisions are needed.

Marginal

(D) Lacking in terms of effort to create an original work. Multimedia elements are generally not well applied.

Failure

(F) Little or no apparent effort to create an original work. Multimedia elements are not well applied.

Assessment Task

Group Project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Creative Elements (including the use of visual and multimedia materials)

Excellent

(A+, A, A-) Highly effective, appropriate, and consistent use of creative and stylistic elements including the use of multimedia elements as appropriate.

Good

(B+, B, B-) Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.

Fair

(C+, C, C-) Adequate use of stylistic and creative elements; may lack in terms of appropriacy or consistency. There may be an effort to include multimedia elements but revisions are needed.

Marginal

(D) Lacking in terms of effort to create an original work. Multimedia elements are generally not well applied.

Failure

(F) Little or no apparent effort to create an original work. Multimedia elements are not well applied.

Assessment Task

Group Project - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Focus and Organization

Excellent

(A+, A, A-) Very coherent structure and compelling focus

Good

(B+, B, B-) Effective and structure and clear focus

Fair

(C+, C, C-) Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.

Marginal

(D) Structure and focus is apparent but largely ineffective and may interfere with meaning.

Failure

(F) Confusing structure and/or unidentifiable focus

Assessment Task

Group Project - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Research

Excellent

(A+, A, A-) Insightful and detailed engagement with subject matter. Research on the topic is apparent and clearly demonstrated.

Good

(B+, B, B-) Detailed engagement with subject matter. Research on the topic is apparent.

Fair

(C+, C, C-) Adequate engagement with the subject matter. Research on the topic is apparent although lacking in depth.

Marginal

(D) Mostly superficial engagement with the subject matter. Research on the topic is apparent but inadequate.

Failure

(F) Superficial engagement with the subject matter. Research on the topic is not apparent.

Assessment Task

Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Participation in in-class activities

Excellent

(A+, A, A-) Makes significant contribution to in-class discussion and completes tasks satisfactorily.

Good

(B+, B, B-) Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.

Fair

(C+, C, C-) Seldom makes adequate contribution to in-class group discussion and in class tasks.

Marginal

(D) Little evidence of participation in class; completes very few in-class tasks.

Failure

(F) Fails to sufficiently participate in in-class activities (including discussion and other tasks)

Assessment Task

Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Focus and Argumentation

Excellent

(A+, A, A-) The response contains well thought-out ideas that are clearly expressed, original, and supported. Coherent and compelling argumentation.

Good

(B+, B) Focus is clear and appropriate for the writing task. There is a sense of originality in the purpose and clear sense of argumentation.

Marginal

(B-, C+, C) Focus is evident but may need significant revision. Weak sense of argumentation.

Failure

(F) The response does not have a discernible focus and/or coherent argument.

Assessment Task

Essay - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Language

Excellent

(A+, A, A-) Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar.

Good

(B+, B) Strong control of language and a wide lexical range. Grammatical structures are varied and well- constructed.

Marginal

(B-, C+, C) Effective and functional control. Basic ideas are communicated effectively. Errors may cause some distraction.

Failure

(F) There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Assessment Task

Essay - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engagement

Excellent

(A+, A, A-) Shows a deep understanding of the relevant texts including relevant research.

Good

(B+, B) The discussion of the primary and secondary texts is sufficiently detailed.

Marginal

(B-, C+, C) Evident discussion of the relevant texts but lacking in detail.

Failure

(F) Very little if any engagement with primary and secondary texts

Assessment Task

Travel Writing Submission (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Focus and Organization

Excellent

(A+, A, A-) Very coherent structure and compelling focus

Good

(B+, B) Effective structure and clear focus

Marginal

(B-, C+, C) Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.

Failure

(F) Confusing structure and/or unidentifiable focus

Assessment Task

Travel Writing Submission - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Language

Excellent

(A+, A, A-) Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar.

Good

(B+, B) Strong control of language and a wide lexical range. Grammatical structures are varied and well-constructed.

Marginal

(B-, C+, C) Effective and functional control. Basic ideas are communicated effectively. Errors may cause some distraction.

Failure

(F) There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Assessment Task

Travel Writing Submission - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Creative Elements (including the use of visual and multimedia materials)

Excellent

(A+, A, A-) Highly effective, appropriate, and consistent use of creative and stylistic elements including the use of multimedia elements as appropriate.

Good

(B+, B) Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.

Marginal

(B-, C+, C) Adequate use of stylistic and creative elements; may lack in terms of appropriacy or consistency. There may be an effort to include multimedia elements but revisions are needed.

Failure

(F) Lacking in terms of creativity and little apparent effort to create an original work. Multimedia elements are not well applied.

Assessment Task

Group Project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Creative Elements (including the use of visual and multimedia materials)

Excellent

(A+, A, A-) Highly effective, appropriate, and consistent use of creative and stylistic elements including the use of multimedia elements as appropriate.

Good

(B+, B) Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.

Marginal

(B-, C+, C) Adequate use of stylistic and creative elements; may lack in terms of appropriacy or consistency. There may be an effort to include multimedia elements but revisions are needed.

Failure

(F) Lacking in terms of creativity and little apparent effort to create an original work. Multimedia elements are not well applied.

Assessment Task

Group Project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Focus and Organization

Excellent

(A+, A, A-) Very coherent structure and compelling focus

Good

(B+, B) Effective and structure and clear focus

Marginal

(B-, C+, C) Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.

Failure

(F) Confusing structure and/or unidentifiable focus

Assessment Task

Group Project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Research

Excellent

(A+, A, A-) Insightful and detailed engagement with subject matter. Research on the topic is apparent and clearly demonstrated.

Good

(B+, B) Detailed engagement with subject matter. Research on the topic is apparent.

Marginal

(B-, C+, C) Adequate engagement with the subject matter. Research on the topic is apparent although lacking in depth.

Failure

(F) Mostly superficial engagement with the subject matter. Research on the topic is inadequate or not apparent.

Assessment Task

Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engagement

Excellent

(A+, A, A-) Makes significant contribution to in-class discussions and activities

Good

(B+, B) Good contribution to in-class discussion and activities

Marginal

(B-, C+, C) Adequate contribution to in-class discussions and activities

Failure

(F) Little evidence of participation in class

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

	Title
1	Davidson, Robyn. Tracks. 1980.
2	Delisle Guy. Burma Chronicles. Montreal: Drawn and Quarterly, 2010.
3	Du Button, Alain, The Art of Travel. Vintage, 2004.
4	Lakshmi, Padma ed. The Best American Travel Writing: 2021. 2021.
5	Strayed, Cheryl. Wild: From Lost to Found on the Pacific Crest Trail 2012.
6	Thompson, Carl. Travel Writing. London: Routledge, 2011.
7	Wallace, David Foster. "Shipping Out" from A Supposedly Fun Things I Will Never Do Again. 1997.

Additional Readings

	Title
1	Carmen Andras# ed. New Directions in Travel Writing and Travel Studies. Aachen: Shaker Press, 2009.
2	Hulme, Peter, and Tim Youngs, eds. The Cambridge Companion to Travel Writing. Cambridge, UK: Cambridge University Press, 2002.
3	Pettinger and Youngs. The Routledge Research Companion to Travel Writing. 2019.
4	Pratt, Mary Louise. Imperial Eyes: Travel Writing and Transculturation. London: Routledge, 1992.