

# Witnessing the World: The Art of Travel Writing

HON 302-01, Spring 2022

Course Syllabus



Instructor: Julie Jenner

Meeting Time: Monday, Wednesday, and Friday, 12:00-12:50 pm

Meeting Place: online in our classZoom for the first week, then on campus in Doti Hall 105

Instructor's e-mail: [jenner@chapman.edu](mailto:jenner@chapman.edu)

Office/Conference Hours: by appointment on Zoom

## Course Description

Critical issues of identity, culture, and environment are prominent in the multi-faceted genre of travel writing. This course focuses on the art and ideas behind travel writing and its evolution over time across media and international borders. Students consider how this broad genre has impacted an increasingly globalized world. The course gives students the opportunities for cross-disciplinary research, sense of place writing, and field exploration of the diversity present in the social and natural environments of Orange County. To engage pertinent questions about the topic of travel and uncover motivations behind the human desire to witness the world, students will analyze, according to style, cultural bias, and rhetorical impact, celebrated and representative examples of travel literature as well as generate their original travel writings inspired by the experiences of the culturally diverse neighborhoods and locations within Southern California. (Offered as needed.) Three credits. *Prerequisite: Acceptance to the University Honors Program, or consent of instructor and Honors Director.*

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## Learning Outcomes

### Written Inquiry (WI)

The student establishes active, genuine, and responsible authorial engagement; communicates a purpose—an argument or other intentional point/goal; invokes a specific audience, develops the

argument/content with an internal logic-organization; integrates references, citations, and source materially logically and dialogically, indicating how such forms of evidence relate to each other and the author's position; and composes the text with: a style or styles appropriate to the purpose and intended audience, a consistent use of the diction appropriate to the author's topic and purpose, the ability to establish and vary authorial voice(s) and tone(s), a choice of form(s) and genre(s) appropriate to purpose and audience (forms may be digital and/or multimodal), and rhetorically effective use of document design.

### **Artistic Inquiry (AI)**

Students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.

### **Honors Program**

Upon completing a course in the University Honors Program, students will have:

- obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
- sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and engagement in active learning with fellow students, faculty, and texts (broadly understood);
- understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
- developed effective communication skills.

### **Course Specific**

Students will:

- develop competence in observation, description, and narrative.
- learn to become more sensitive and observant travelers and witnesses of diverse cultural expressions and places.
- develop a language of cultivated response to travel, place, and culture.
- learn about the diversity and complexity that characterizes the art of travel writing.
- apply stylistic knowledge to their writing with attention to how techniques channel and alter the significance of one's narratives about place.
- develop and discern rhetorical and stylistic strategies that best suit particular arguments, situations, and audiences.
- situate themselves in a larger intellectual conversation in developing and researching ideas.
- carry out individualized and cross-disciplinary research on travel destinations or travel writers of historical or disciplinary interest.

- develop an ability to critique others' writing constructively and to use the same to effectively work collaboratively through frequent group exercises (workshops) and conferences.
  - engage in regular writing practice and complete a revised portfolio of work.
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## **Course Components**

### **Course Format**

We will meet on Mondays, Wednesdays, and Fridays from 12 pm to 12:50 pm unless directed otherwise. Exceptions might include any field trips, fieldwork, or individual conferences. Check updated course schedule or conference schedule for unique meeting places and times.

### **Required Texts**

Please acquire Carl Thompson's *Travel Writing* (ISBN 978-0-415-44465-1) and Alain de Botton's *The Art of Travel* (ISBN 978-0-375-72534-0). You will also be asked to acquire any additional text(s) necessary for upcoming writing projects and engage with various primary texts and selected works that address specific topics associated with travel, travel writing, and the writing process. Links for most readings and viewings are provided on Canvas.

### **Technology**

You will need a laptop or similar device to engage in discussions and other in-class exercises. This course employs features of Canvas. It is your responsibility to learn to use all the web functions relevant to this course.

### **Coursework at a Glance**

Below you will find a tentative outline of the course content covered this semester. For a detailed and updated list of in-class activities and weekly assignments, see the course calendar posted on the weekly Canvas Modules. For links to weekly readings and project guidelines, please also refer to Canvas Modules.

#### Section 1: Welcome to the World of Travel Writing

Week 1: Course Map and Points of Origin

Week 2: A Historical Perspective of the Constellation Genre

#### Section 2: The Who, Why, and Ways of Travel

Week 3: Traveling Philosophies

Week 4: Travel Hubs and Manners of Flight

#### Section 3: Capturing the Soul of Place

Week 5: Genius Loci and the Literary Components of Place-based Writing  
Week 6: Sense of Place  
Week 7: Memory and Place & Mid-term Conferences

*\*\*\*Spring Break\*\*\**

Section 4: Travel Nonfiction: Reporting the World and Representing Others

Week 8: Subjectivity and Objectivity in Travel Writing  
Week 9: Revealing the Self and World Discoveries  
Week 10: Gender and Travel

Section 5: Imaginary Worlds: Travel in Fiction

Week 11: Imaginary Journeys and Imagined Landscapes  
Week 12: Writing Workshops

Section 6: Completing the Course Journey

Week 13: Literary Analysis Presentations  
Week 14: Final Portfolio and Individual Conferences  
Final Exam Meeting

**Assessment of Progress in Course**

Your progress in the course will be evaluated based on the following (7) areas:

(1) Participation (*Attendance, Collaborations, and Discussions*)

Your presence is crucial to your success in this class. Because we do a lot of group work, your peers depend on you being present and attentive. You show respect to the writing community by being informed and fulfilling your responsibilities to your classmates. Participation will be evaluated based on your performance on a combination of activities, including overall attendance, collaboration, and discussions throughout the semester.

Attendance

For this course, you are allowed three unexcused absences. I allow for three unexcused absences because I understand how life has a way of sometimes interfering with our regular schedules, so use these absences wisely. Your participation grade will be lowered by five points for each unexcused absence over the three allowed. Though I appreciate the heads up immensely, simply telling me in advance that you will be absent from class does not excuse the absence; it merely explains it. For an absence to be considered excused, official documentation must be provided. Some examples of official documentation include a note from the campus health center or a doctor in case of sickness, a copy of the notice in case of jury duty

or some other court hearing, or a note from an instructor regarding an absence due to performance or sport. Let me know immediately if you need clarification about the nature of the absence or its documentation. I take attendance at the beginning of class each day. Tardiness is disruptive to the class and is noted on the attendance roster. I understand having to be late due to unavoidable circumstances; however, if I notice your tardiness becoming excessive or habitual, I will lower your participation grade, with three tardy arrivals equivalent to one unexcused absence.

### Collaborations and Discussions

We are a community of writers and learners in this course. You will engage with peers for group discussions, workshops, and group activities assigned throughout the semester. Giving and receiving feedback on works-in-progress is invaluable to growing as a writer and understanding writing as a social process. There will be times when we will be utilizing Canvas features to post your responses to peer work, discussion prompts, and questions. The content of these posts will range from creative exercises to responses to readings and viewings. This is a community space, so keep in mind that peers will also have access to the material you post. These entries will be graded on a credit/no credit basis and must be turned in on time to receive credit.

When meeting online in our class Zoom, appropriate attire and keeping your camera on for the course duration are required. If noise is an issue, headphones will be required.

You will receive all participation points when you attend class regularly (not having more than three unexcused absences), are on time, are engaged and prepared learners, avoid distractive use of technology (using phones in class for personal communication), contribute regularly and in an informed manner to class discussions, successfully collaborate with others, participate in any class activities such as assigned discussion posts and presentations, manifest professional behavior (also in email exchanges), and help others to do all of the above. Your participation grade will count for 5% of your grade for the course.

**(2) Commonplace Book:** A semester-long practice, the commonplace book is an information management device where you will collect reflections, ideas, quotes, questions, images relevant to the content of the course. Entries are assigned throughout the semester. A digital version of the book will be submitted through Canvas at midterm and the end of the semester for evaluation. The book comprises 10% percent of your grade and is evaluated based on completion and quality of effort.

### **(3) Origins Project:**

In this project, you are asked to explore the concept of home and what it means to you and then synthesize your ideas into a digital product. The proposal, script, and recorded product are the three required phases of this project.

**(4) Deep Map Project:**

The deep map configures narratives about a place; it is a matrix of intertextual storytelling, charting the movement through land or cityscape, tracing the pathways of habits and rituals that have defined the place, and intersecting our experience with the lives and experiences of those who have preceded us. This project is an adventure in cross-disciplinary research and sense-of-place writing.

**(5) Travel Writing Project:**

For this project, you will have the opportunity to craft an original travel narrative, carefully considering authorial choices of style, voice, and genre. This project will be completed in two phases: draft and revision and undergo peer review.

**(6) Travel Text Analysis:**

This project involves reading a text of your choice, carefully analyzing the reading based on concepts introduced in the course, and a presentation component.

**(7) Final Portfolio:**

The final portfolio will take the place of a final exam and is due on the scheduled exam date for the course. The portfolio will contain revised work and new cumulative and reflective assignments. You will be presenting an excerpt from the portfolio to the class on the day of the final exam.

**Late Work Policy**

As mentioned above, late assignments will not be accepted without an excused absence and an approved extension. You must turn in all assignments on time to receive credit. If late, project drafts receive a one-time 10-point penalty that will be applied to the graded revision phase of the project. Please note that 10 points will be automatically deducted for any graded assignment not posted at the beginning of class on the due date.

You are required to turn in assignments in their designated areas on Canvas. Drafts and revisions of your projects are posted on Canvas. Don't wait until the last minute to submit work; give yourself extra time if any problems arise. If, by chance, you are having any difficulties posting on Canvas that day, send me a copy of your assignment by email, using your student email.

**Course Evaluation**

As the course progresses, grades are posted on Canvas. Your participation grade and commonplace book grade will be posted at mid-term and re-adjusted at the end of the semester.

**Percentage Breakdown**

<b>Participation</b> ( <i>attendance, collaborations, discussions</i> )	5%
<b>Commonplace Book</b> ( <i>assigned entries</i> )	10%
<b>Origins Project</b> ( <i>script, performance and recording</i> )	15%

Deep Map	15%
Travel Writing Project ( <i>draft and revision</i> )	15%
Travel Text Analysis ( <i>essay and presentation</i> )	15%
Final Portfolio	25%
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Total	100%

A-100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

### **Peer Groups and Workshops**

We are a community of writers and learners in this course. You will engage with peers for group discussions, workshops, and collaborative activities. Giving and receiving feedback on works-in-progress is invaluable to growing as a writer and understanding writing as a social process. I will be providing guidelines on responding to your peers' work during workshops and peer review sessions.

### **Field Work and Trips**

There might be days when the class will be conducted outside the usual classroom space and time. For instance, we might meet at the 1888 Center downtown Orange or in various areas around campus. Locations will be announced in advance and posted on the course schedule.

### **Guest Speakers and Special Events**

As needed, I will make space in our course schedule for guest speakers and special campus events that inform the content of the course. Locations and times will be announced in advance and posted on Canvas modules.

### **Individual Conferences**

Individual conferences will take place around mid-term and again at the end of the semester. You are required to sign up for a time slot during these weeks. We will not hold class meetings during these conferencing days, but you are required to complete any readings or assignments as directed in the course schedule. Conferences are an opportunity to discuss any concerns or challenges you have with the class or writing in general or to discuss ideas for projects and revisions. These are the only required conference meetings during the semester; however, please feel free to schedule additional meeting times with me as needed. Your success in this course is important to me.

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## **Additional University Policy**

**Chapman University's Academic Integrity Policy.** "Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions, including

expulsion. Please see the full description of Chapman University's policy on Academic Integrity at [www.chapman.edu/academics/academicintegrity/index.aspx](http://www.chapman.edu/academics/academicintegrity/index.aspx).”

**Chapman University’s Students with Disabilities Policy.** “In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516–4520 or visit [www.chapman.edu/students/student-health-services/disability-services](http://www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.”

**Chapman University’s Equity and Diversity Policy.** “Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times, as outlined in Chapman’s Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students, and/or otherwise reported in accordance with this policy.