

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Travel Writing</b>
<b>Course Code:</b>	<b>EN6518</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3 credits</b>
<b>Level:</b>	<b>P6</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>None</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>None</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>None</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>None</b>

## Part II Course Details

### 1. 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.

### 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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	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: 100 %							
Travel Writing Submission: Students submit one or two works composed throughout the semester.		v		v	v	20%	
Essay: Students conduct research and analyze course readings.	v	v	v	v		40%	
Group project: Students create a website that documents a particular location from different perspectives.			v	v	v	30%	
Participation: Students are expected to actively participate in class	v	v	v	v	v	10%	
						100%	

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay	Focus and Argumentation	The response contains well thought-out ideas that are clearly expressed, original, and supported. Coherent and compelling argumentation.	Focus is clear and appropriate for the writing task. There is a sense of originality in the purpose. Clear sense of argumentation.	Focus and argument is evident but may need revision.	Focus is evident but may need significant revision. Weak argumentation.	The response does not have a discernible focus or clear argument.
	Language	Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.	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.	Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear	Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.
	Engagement	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	The discussion of the primary texts is appropriate and sufficiently detailed. There is an engagement with theoretical concepts.	Adequate understanding of main texts. There is some attempt at engaging with relevant theoretical concepts.	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	Very little if any engagement with the primary or secondary texts

		concepts.			engagement with relevant theoretical concepts.	
2. Travel Writing Submission	Focus and Organization	Very coherent structure and compelling focus	Effective structure and clear focus	Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.	Structure is unclear and the focus needs to be revised considerably.	Confusing structure and/or unidentifiable focus
	Language	Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.	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.	Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear	Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.
	Creative Elements (including the use of visual and multimedia materials)	Highly effective, appropriate, and consistent use of creative and stylistic elements, including the use of multimedia elements as appropriate.	Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.	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.	Lacking in terms of effort to create an original work. Multimedia elements are generally not well applied.	Little or no apparent effort to create an original work. Multimedia elements are not well applied.
3. Group Project	Creative Elements (including the use of visual and multimedia	Highly effective, appropriate, and consistent use of	Effective, appropriate, and generally	Adequate use of stylistic and creative elements;	Lacking in terms of effort to create an original work.	Little or no apparent effort to create an original

	materials)	creative and stylistic elements, including the use of multimedia elements as appropriate.	consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.	may lack in terms of appropriacy or consistency. There may be an effort to include multimedia elements but revisions are needed.	Multimedia elements are generally not well applied.	work. Multimedia elements are not well applied.
	Focus and Organization	Very coherent structure and compelling focus	Effective and structure and clear focus	Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.	Structure and focus is apparent but largely ineffective and may interfere with meaning.	Confusing structure and/or unidentifiable focus
	Research	Insightful and detailed engagement with subject matter. Research on the topic is apparent and clearly demonstrated.	Detailed engagement with subject matter. Research on the topic is apparent.	Adequate engagement with the subject matter. Research on the topic is apparent although lacking in depth.	Mostly superficial engagement with the subject matter. Research on the topic is apparent but inadequate.	Superficial engagement with the subject matter. Research on the topic is not apparent.
4. Participation	Participation in in-class activities	Makes significant contribution to in-class discussion and completes tasks satisfactorily.	Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.	Seldom makes adequate contribution to in-class group discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to sufficiently participate in in-class activities (including discussion and other tasks)

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Essay	Focus and Argumentation	The response contains well thought-out ideas that are clearly expressed, original, and supported. Coherent and compelling argumentation.	Focus is clear and appropriate for the writing task. There is a sense of originality in the purpose and clear sense of argumentation.	Focus is evident but may need significant revision. Weak sense of argumentation.	The response does not have a discernible focus and/or coherent argument.
	Language	Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar.	Strong control of language and a wide lexical range. Grammatical structures are varied and well-constructed.	Effective and functional control. Basic ideas are communicated effectively. Errors may cause some distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear
	Engagement	Shows a deep understanding of the relevant texts including relevant research.	The discussion of the primary and secondary texts is sufficiently detailed.	Evident discussion of the relevant texts but lacking in detail.	Very little if any engagement with primary and secondary texts
2. Travel Writing Submission	Focus and Organization	Very coherent structure and compelling focus	Effective structure and clear focus	Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.	Confusing structure and/or unidentifiable focus
	Language	Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar.	Strong control of language and a wide lexical range. Grammatical structures are varied and well-constructed.	Effective and functional control. Basic ideas are communicated effectively. Errors may cause some distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear
	Creative Elements (including the use of visual and multimedia materials)	Highly effective, appropriate, and consistent use of creative and stylistic elements, including the use of multimedia elements as appropriate.	Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and	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	Lacking in terms of creativity and little apparent effort to create an original work. Multimedia elements are not well applied.

			appropriately.	revisions are needed.	
3. Group Project	Creative Elements (including the use of visual and multimedia materials)	Highly effective, appropriate, and consistent use of creative and stylistic elements, including the use of multimedia elements as appropriate.	Effective, appropriate, and generally consistent use of creative and stylistic elements. The use of multimedia elements is generally handled effectively and appropriately.	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.	Lacking in terms of creativity and little apparent effort to create an original work. Multimedia elements are not well applied.
	Focus and Organization	Very coherent structure and compelling focus	Effective and structure and clear focus	Identifiable structure and focus but lacking in terms of cohesion and/or focus is not entirely effective.	Confusing structure and/or unidentifiable focus
	Research	Insightful and detailed engagement with subject matter. Research on the topic is apparent and clearly demonstrated.	Detailed engagement with subject matter. Research on the topic is apparent.	Adequate engagement with the subject matter. Research on the topic is apparent although lacking in depth.	Mostly superficial engagement with the subject matter. Research on the topic is inadequate or not apparent.
4. Participation	Engagement	Makes significant contribution to in-class discussions and activities	Good contribution to in-class discussion and activities	Adequate contribution to in-class discussions and activities	Little evidence of participation in class



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

**2.2 Additional Readings**

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

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