

EN3578: CREATIVE WRITING FOR CHILDREN AND YOUNG ADULTS

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Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Travel Writing

Subject Code

EN - English

Course Number

3578

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

In this course students will read works of travel writing from different historical periods, exploring how texts 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	Describe and 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	Generate creative texts that document experiences of travel and which offer insights into aspects of society and culture.		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	1, 2, 3, 4	
2	Composition and critical analysis of key concepts and ideas	Students will write response papers to engage with key concepts and ideas introduced in class.	1, 2, 3	
3	Application of knowledge through discussion and reflective writing	Students will engage in various reflective writing and discussion tasks	1, 2, 3, 4	

4	Creative response to literary and cultural texts	Students work collaboratively to create a comprehensive travel writing project.	3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Response Papers	1, 2, 3	50	
2	Group Project	3, 4	30	
3	Personal Travel Narrative	3, 4	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Response Papers

Excellent (A+, A, A-)

Responses demonstrate a thorough and careful reading of the works under discussion, and the ability to insightfully apply knowledge. The response is expressed in a clear and detailed manner.

Good (B+, B, B-)

Responses demonstrate a careful reading of the piece under discussion, and a good ability to apply knowledge. The response is expressed in a clear and detailed manner with some minor inconsistencies.

Fair (C+, C, C-)

Responses demonstrate an adequate understanding of relevant texts. The response is mostly clear but may need some significant revision in terms of language or organization.

Marginal (D)

Responses demonstrate cursory or incomplete engagement with relevant texts. The responses may not be sufficient in length and/or are lacking in terms coherence.

Failure (F)

Responses do not demonstrate meaningful engagement with relevant texts. The responses may also be insufficient in length and/or are lacking in terms coherence.

Assessment Task

2. Group Project

Excellent (A+, A, A-)

The project demonstrates strong research, excellent design, and exemplary writing and organization skills.

Good (B+, B, B-)

The project demonstrates insightful research, thoughtful design, and good writing and organization skills.

Fair (C+, C, C-)

The project's main research components are clear but inconsistent or inadequate. Design is functional and language is generally clear, appropriate, and sufficiently detailed.

Marginal (D)

The project's main research components are barely adequate. The design is not always effective or appropriate. Writing contains sections that are unclear, formulaic, or inappropriate to the task.

Failure (F)

The project's main research components are inadequate or not present. The design is insufficient or inappropriate and language is mostly unclear, formulaic, or inappropriate to the task.

Assessment Task

3. Personal Travel Narrative

Excellent (A+, A, A-)

Works demonstrates superior application of elements of craft specific to the chosen form and genre. Demonstrate a mastery of the traditions of the chosen genre or show innovation in a creative reworking or subversion of established traditions, which can be in terms of language or theme or elements of craft.

Good (B+, B, B-)

Works demonstrate good application of elements of craft specific to the chosen form and genre of the work(s) produced. The work produced must encompass an overall artistry, creativity and depth.

Fair (C+, C, C-)

Works demonstrate average but competent application of elements of craft specific to the chosen form and genre of the work(s) produced.

Marginal (D)

Works demonstrate weak application of elements of craft specific to the chosen form and genre of the work(s) produced.

Failure (F)

Works lack competent application of elements of craft specific to the chosen form and genre of the work(s) produced,

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	Wallace, David Foster. "Shipping Out" from A Supposedly Fun Thing I Will Never Do Again. 1997.
4	Lakshmi, Padma ed. "The Best American Travel Writing: 2021" HarperColins, 2021.
5	Du Button, Alain, "The Art of Travel." Vintage, 2004.

Additional Readings

	Title
1	Thompson, Carl. "Travel Writing." London: Routledge, 2011.
2	Pettinger and Youngs. "The Routledge Research Companion to Travel Writing." 2019.
3	Carmen Andras ed. "New Directions in Travel Writing and Travel Studies." Aachen: Shaker Press, 2009.
4	Hulme, Peter, and Tim Youngs, eds. "The Cambridge Companion to Travel Writing." Cambridge, UK: Cambridge University Press, 2002.