

**“Lying by Authority: Travelers and Travel Writing”
English 120 College Composition II
Section 64 43851 Spring Term 2004**

M. G. Aune
320H Minard Hall
231-7176

m.aune@ndsu.nodak.edu

website: <http://www.ndsu.edu/ndsu/maune>
<http://blackboard.ndsu.nodak.edu/>

Tuesday & Thursday 9.30-10.45
FLC 319A

Office Hours: 2-3.00 PM T & Th
and by appointment

Objectives

This course is designed to build on your experiences in English 110, and help you develop skills in analysis, research, critical thinking, and communication. We will focus on travel writing and in particular the means by which writers establish and reinforce their own authority. We will approach this thought the study of a variety of forms of travel literature and from your own travel writing.

We will also, through coursework, investigate the dynamics of leadership and group activity through a variety of large and small group projects and activities.

Requirements

We will work toward the above outcomes through a variety of interrelated tasks, including small and large group discussion, informal in-class writing, and formal papers written outside of class. Specifically, you will write six summaries of short stories, a website review, three group projects and a variety of in-class work. Details of these assignments are found below.

Grading

6 Summaries	120 points
Story Presentation	100 points
Discussion Leader	80 points
Final Project	100 points
Website Review	100 points
Total	500 points

Scale

A	100-90 %
B	89-80 %
C	79-70 %
D	69-60 %

Texts

The Call to Write John Trimbur

Travels With Charley John Steinbeck

The Pocket Handbook Kirszner & Mandell

A dictionary (bring to every class)

A floppy disk dedicated to this class

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are asked to share these concerns with me as soon as possible.

Academic Honesty

I assume that all work you turn in for this course is yours, and any material that you have acquired from an outside source is documented properly. Failure to do so is considered plagiarism and will result in possible failure of the course. See NDSU

University Senate Policy, Section 335: Code of Academic Responsibility and Conduct
<http://www.ndsu.nodak.edu/policy/335.htm>.

Late Papers

Late papers will lose ten points per day until they are turned in. You are responsible for turning in all work assigned in this class. Failure to do so will result in failing this class.

Attendance and Participation

Important parts of the work for this course will be done in small and large groups. This means that your consistent presence is important to the success of the class as a whole. If you are unable to attend class, you must contact me via phone or email within twenty-four hours. You are still responsible for any work done or due in class that day. Similarly, you are responsible for contacting your group members if you miss a class.

Participation includes not only contributing to class discussion, it also covers prompt attendance, listening and responding constructively to your classmates, attending class prepared to discuss the readings, and bringing your books and writing material to every class meeting.

Paper Format

Unless otherwise noted, all assignments are to be type-written, double-spaced, with one-inch margins, in twelve-point Times font. Your name, the date, the class, my name and the assignment are to be at the top of the first page. Don't forget to title your work. Any papers longer than one page must have page numbers and be stapled.

Calendar

*The titles marked with an asterisk are available on-line through the library's Docutek (E-reserves). The password is "travel."

- 13 January Introductions
 15 January "Siegfried on the Rhine"*
- 20 January "Scholar and Gypsy"*
 Presentation demonstration
 Summary 1
- 22 January *Call to Write* Chapter 8 (meet in cluster)
- 27 January Group Problem Solving
 29 January *Call to Write* Chapter 19 (meet in cluster)
 Statement of Group Ethics for Story Project due
- 3 February "Local Colour"* Group 1 Presentation
 Summary 2
- 5 February *Call to Write* Chapter 11 (meet in cluster)
- 10 February "Cuckoo Clock"* Group 2 Presentation
 Summary 3
- 12 February "Dragging the Family to the Magic Kingdom," "Holy Holiday in Hell," &
 "How to Ride a 3rd World Bus" (these are available to download from the course
 website)
- 17 February "Chinese Funeral"* Group 3 Presentation
 Summary 4
- 19 February Websites and Theme parks (meet in cluster)
- 24 February "Death in Jerusalem"* Group 4 Presentation
 Summary 5
- 26 February Web Review due (meet in cluster)
- 2 March "The Man Who Blew Away"* Group 5 Presentation
 Summary 6
- 4 March Conferences
- 9 March Conferences (Statement of Group Ethics for Discussion Leaders due)
 11 March Conferences
- 16-18 March Spring Break, no class
- 23 March *Travels With Charley* Part 1 pp. 3-13, discussion leader: Group
 25 March *Travels With Charley* Part 2 pp. 17-92, discussion leader: Group 4
- 30 March *Travels With Charley* Part 3 pp. 95-169, discussion leader: Group 3
 1 April Research Day

6 April	<i>Travels With Charley</i> Part 4 pp. 173-210, discussion leader: Group 2
8 April	<i>Full Circle with Michael Palin</i> (film)
13 April	Discussion of <i>Full Circle with Michael Palin</i> (film), discussion leader Group
15 April	<i>Call to Write</i> chapter 17
20 April	Group Conferences (in classroom)
22 April	Group Conferences (in classroom)
27 April	Group Conferences (in classroom)
29 April	Spare day
4 May	Presentations on Final Projects
6 May	Presentations on Final Projects

General Education Outcomes Applicable for English 120

- Outcome #1: Communicate effectively in a variety of contexts and formats.
- Outcome #2: Locate and use information for making appropriate personal and professional decisions.
- Outcome #4: Comprehend intrapersonal and interpersonal dynamics.
- Outcome #6: Integrate knowledge and ideas in a coherent and meaningful manner.

Course Description: Concentrates on the process of writing analysis and persuasion essays requiring library research and emphasizes the appropriate use of information from sources, sound reasoning, and strategies for persuading readers.

Course Objectives

1. Students will learn to write clearly for a variety of specific purposes and audiences, specifically to write convincing, researched arguments.
2. Students will practice effective and efficient writing strategies. The writing process (inventing; developing; focusing; drafting; revising to improve focus, organization, development, and clarity; and editing) is emphasized in a series of researched essays. Instruction is given in writing unified paragraphs, effective beginnings and endings, and appropriate transitions as well as the importance of standard English spelling, grammar, usage, and punctuation when writing for an academic audience.
3. Students will practice active reading strategies: to discover and acknowledge opposing views, to analyze and summarize claims and grounds from alternative perspectives, and to evaluate the arguments of other writers.
4. Students will begin to learn to construct arguments: to present a clear and significant thesis; to defend that thesis with claims that are supported with appropriate evidence; to persuade their readers through the use of appropriate rhetorical strategies; and to recognize common pitfalls in reasoning.
5. Students will learn to conduct library research. In addition to the basic resources used in English 110, they will learn to use specialized references, professional journals, databases, and, perhaps, fieldwork to gather specific, relevant, reliable information, to analyze alternative perspectives, and to use that information to write arguments. Correct and responsible use of MLA documentation is emphasized.

Course Work

Summaries

You will write six summaries in this course, one on each of the short stories we will read, except the one on which you are presenting. These are to follow the paper format guidelines above and be exactly 250 words long and on one page. (Use your word processor to count the words and note the number of words at the top of the page). The summary should give the reader a brief, objective description of the story or excerpt you have read. Basic information such as title, author, setting, main characters, point of view should be included in the summary, as well as any other literary characteristics you deem important.

The first sentence of your summary should give the reader all the basic information he or she will need to understand your summary. For example: "Set in modern India, 'Scholar and Gypsy' by Anita Desai traces the difficulties an American married couple encounter while the husband researches his thesis." The rest of the summary will fill in the details, the characters' names, the nature of the conflict and its resolution, details about the setting (if necessary).

Points will be deducted if your summary fails to meet all of the above criteria.

Website Evaluation

For this paper, you will write a critical review of a travel guide website. You will choose a website that advertises itself as a guide to a particular theme park. (Note, not the theme park's site itself, but a personal site). You will draw on the ideas and discussions we have had in class about website authority and the material in *Call to Write* about websites, reviewing, and visual design. The review, which is to be three to five pages and follow the typical guidelines, must identify the audience for the website and the authority of the information. Your review must identify its own audience and establish its own authority by demonstrating knowledge of the subject and of on-line conventions. An effective paper will establish your credibility (ethos) as a reviewer, provide audience-appropriate information and contextual material, evaluate the website's claims, and examine the site in terms of visual as well as verbal content.

Group Projects

Story Presentation

Each group will be responsible for an hour-long class period. Your group will be assigned a short story on which to present. Your goal is to help your classmates achieve an interpretation of the story and a sense of how that interpretation relates to the other course material. Specific requirements include:

1. a vocabulary lesson based on the story
 - you must choose the words you believe need special attention, either because they are unfamiliar, especially important to the story, or used in specific or unusual ways.
 - you must devise a means of communicating and explaining these words beyond simply defining them your self or asking students to look them up
2. an author biography
 - this must include a bibliography of the writer's major works and critical works on the writer, in MLA style that you will distribute to the class
3. a discussion of the geographical, historical, and cultural background to the story

- you must present to the material to the class without simply lecturing to them. You may use any technique that you feel will be effective. If you need any technical support, VCR/TV; computer/projector, stereo, let me know at least a week ahead of time
- you must prepare a handout with a bibliography (MLA style) of the sources you used

4. a discussion of the story itself

- you must cover the basics, setting, character, plot
- you must also cover any literary figures that appear in the story, e.g. metaphor, irony, symbol
- your discussion must bring out the important ideas/themes of the story
- your discussion must find ways for the story to connect to other stories or ideas that have been expressed in class

5. some form of evaluation of the students

- you must somehow evaluate what your classmates have learned from you lesson. This may be a quiz, an exercise, a worksheet. As a group, you will be responsible for reading and responding to these evaluations. That is, you must grade it.

You must also turn in a *Group Member Evaluation Form* for each member and a *Peer Rating of Group Members*.

Discussion Leaders

For each section of *Travels with Charley* and *Full Circle with Michael Palin*, each group will be responsible for conducting a discussion of the work. This is not to be as elaborate as the group presentation. The goal is to carry on a discussion of the work in terms of the questions about travel writing that we have been investigating this term. You must also turn in a *Group Member Evaluation Form* for each member and a *Peer Rating of Group Members*.

Final Project

This will also be a group project. You are to prepare an article designed to attract tourists to come to Fargo. At minimum, this project must contain information about access, lodging, dining, entertainment, climate, and cultural interests. You must draw on at least three interviews, *Travels with Charley*, and at least three other depictions of Fargo in books, newspapers, magazines, and/or websites. The project must also have a visual element. During the final week of classes, each group will make a presentation based on their project. You must also turn in a *Group Member Evaluation Form* for each member and a *Peer Rating of Group Members*.

Group rules

You have two major and a variety of minor projects that will be conducted in groups. In order for evaluation and grading to be consistent and reflect work done by individuals, a number of procedures must be followed. Ethical group participation means that each member is responsible for the group's performance. Each member must contribute as well as encourage others to contribute.

During the first group meeting, the group must generate an agreement that describes the group's goal. The goal will be to earn a high score on the project, but in a way that values the opinions of all members. Group members must be committed to the group's goals, complete their individual tasks, avoid interpersonal conflict, encourage group participation, and keep the discussion focused. The group must compose a "Code of Ethics" that describes the goals and responsibilities of the group. This is to be no more than one page, it must list the group number, each member's name and contact information (whatever means is most reliable), the group's goal, and the responsibilities of members. Each group member and the instructor must receive a typed copy of this.

Each group must meet at least three times outside of class for each project. Time will also be provided in class for group work.

On the day the group project is due, each group member must fill out and turn in a *Group Member Evaluation Form* for each member. Each member must also fill out and turn in a *Peer Rating of Group Members*. These forms are available for download from the course website.

The group will earn a single score for the project. This score will be modified by the peer response forms in order to determine each student's score.