

**ENGLISH 102 HONORS: The Research Paper**  
**Adventures in Travel Writing**  
Fall Quarter 2012

Professor **Kevin Craft**  
Office: Gray Wolf 215  
Hours: M 2 - 4 pm; TuTh 11 am – 12 pm  
(or by appointment)  
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Class meets: TuTh 12:20 - 2:30 pm  
Gray Wolf 266

*“I think I am happiest doing research. It’s  
such a pleasantly self-forgetful activity...”*

--Anne Carson

**Required Texts:**

- *Travel: A Literary History*, Peter Whitfield
- *Travel Writing*, Carl Thompson
- *The Best Travel Writing, 2011*, O’Reilly, Habegger, O’Reilly, Editors
- *Research Writing Across the Disciplines: The Essential Guide*, Lester & Lester
- other readings posted to Angel

**Course Description:** Travel writers have been called the world’s first research writers. Insatiably curious and sensitive, they pick up and go someplace, they nose around, they notice things, they take copious notes. Then they select, synthesize, and assemble their observations and impressions into coherent tales and views, often documenting their sources (here a lapidary inscription, there a local legend, etc.), so that others may find what they’ve seen and share in their broadened horizons. Travel is research at its very best: firsthand, immediate, all-absorbing. And the traveler, like the writer, is engaged in several simultaneous and complimentary activities—meeting the untold wonders of the world on the one hand, on the other discovering the secret and equally mysterious resources of his or her own self and soul. Traveler and writer pursue their trades in this in common spirit: they understand that destination is a version of destiny, to be discovered, realized, and savored as they go.

In this class, we will read and discuss travel tales and essays from across the ages in order to compare their specific purposes and the ways in which they represent the world, terra cognita and incognita alike. We’ll keep an eye out for those trade secrets that writers and travelers share, examining what in detail and desire survives the journey home. Accordingly, your success in this class requires both diligence and adventurousness. You will choose your own research topics and focus on whatever destinations appeal to you the most.

In *The Mind of the Traveler*, historian Eric Leed reminds us that “mobility is the first, prehistorical human condition,” and that “in order to understand our present, we must understand how mobility has operated historically, in the past, as a force of change, transforming personalities, social landscapes, human topographies, creating a global civilization.” In other words, we are born travelers, whether we go far or stick close to home. By the end of the course, you should have a clear understanding of how travel has shaped our (sometimes maddeningly) interconnected world, and why research—a judicious understanding of the past—better equips us to live, with a critical, discerning eye, in the present.

**Honors:** All students enrolled in **English 102 Honors** need to have passed English 101 with a B or better. You should already know how to: formulate a thesis, draw out implications and conclusions from your reading, punctuate accurately and effectively (including direct quotations), frame a simple argument (ethos, logos and pathos), and organize evidence in support of a main idea. You should also be **self-motivated and self-directed**. The EvCC Honors Program has been designed to give our students an opportunity to stand out in their applications for transfer to 4-year schools and on their resumes, and to do Honors-level academic work while working toward their AAS degrees at EvCC. The goals of the program include helping students to—

- Gain an edge in transferring to the 4-year college or university of choice
- Stand out from the crowd when searching for a job
- Roll up their sleeves and experience what professionals in the field actually do
- Sharpen writing skills and build confidence
- Explore new depths, broaden horizons, and integrate knowledge
- Experience camaraderie with their peers and professors

The Honors program is relatively new at EvCC, having started last fall. You are among its first participants. Congratulations on being among the pioneers of this program, and taking the first step towards discernible excellence in your academic career.

### **Course Objectives:**

- To apply appropriate content to support claims in expository, persuasive, and critical writing.
- To edit to meet reader expectations for clarity and grammatical correctness.
- To apply common research and documentation techniques in a series of self-directed projects, demonstrating competency in MLA & APA format.
- To integrate multiple sources accurately and emphatically into your own writing. When “major” sources” are required in your writing, you must have at least three different varieties (e.g., book, interview, internet, etc.).
- To think critically and write persuasively, expressing insights and conclusions drawn from investigation and research; to be discerning with sources; to distinguish between qualities of interpretation: plausible and implausible, comprehensive and slight, nuanced and deterministic.
- To understand effects of voice, style, narrative structure (time, point of view, characterization) on readerly perspective and worldview; to practice close reading.
- To make opportune connections between the travel writers, times & places surveyed: to follow and elaborate on patterns and themes as they recur, both similarly and differently, in each of the readings.
- To understand the role of the travel writer and storyteller in the formation of self, history, and culture.

### **Requirements:**

- **The Journey:** Critical Analysis & Synthesis (10 - 12 pages + addenda), synthesizing themes of the course according to your own insights and predilections, using at least six major sources beyond those provided in class, MLA or APA format.
- **The Excursion:** Exposition & Evaluation (4 - 6 pages + addenda), grows out of our reading in *Travel: A Literary History* to investigate, compare, and contrast how multiple travelers and

writers have depicted the same location or defined a place (perhaps some place you've been to or have wanted to see for yourself), whether geographically real or imaginary, historical or contemporary. It should be built around a specific thesis or angle of interpretation which develops links between the different versions of the place and highlights any changes across time, using at least three major sources in addition to those provided in class, MLA format.

- The Passport:** Summary & Critique (2 - 3 pages + addenda). Who travels, and why? Summary, interpretation, critique: your survey and interpretation of the World According To... (fill in the blank w/ a selection from *The Best Travel Writing*). In what ways does your traveler exhibit (or fail to live up to) the qualities of a travel writer outlined in our preliminary texts and conversations? MLA format.

- A ten to fifteen minute **Research Proposal Presentation** on a destination of your choice. The presentation should cover the topography, physical and psychological, as the case may be, as reported in our assigned texts (or elsewhere, as needed), and show how the place is presented and represented by the writers (at least two) it attracts. You can “present” in any way you see fit—by show and/or tell, but you must spell out your thesis proposal for Paper 2. (I.e., the presentation is prep work for the Excursion Paper.)

- Regular Reading Notes (from Lester, Chapter 8) as well as an end-of-quarter Reading Exam, supplemented by quizzes and in-class exercises, as needed. As you would expect of an Honors class, **the reading for this course is fairly extensive**, and, since it forms both the theoretical background for the papers you will write and the foundation for class discussions, it is not optional. For most readings, you will need to practice recording research notes of the Personal, Quotation, Paraphrase and Summary varieties. These will be posted to Angel for instructor review and communal use—i.e., we will develop a common body of useful research that anyone may draw from as a major source. It is necessary therefore that you keep up with the assignments. Use your notes (and others) in the papers you write.

- Regular attendance and vigorous participation.

### **Grades:**

**40%** of the grade will come from the Term paper. **20%** from the Excursion paper. **10%** from the Passport paper. **10%** from the presentation. **10%** on Research Notes. **10%** from Reading Exam, leavened with considerations of participation, attendance, verve and engagement in the course (including **Angel** posting and discussion) plus impromptu in-class writing assignments.

### **The Writing Center & The Library**

Located on the first floor of Rainier Hall, The Writing Center is the ideal place to go for more individualized help with specific writing problems than we could possibly cover in class. You will find the tutors and staff there friendly, knowledgeable, and always willing to help with whatever writing concerns you may have. Likewise, the Library is an essential resource for a researcher. We will visit the library as a group and learn some useful methods for finding the information you need to write your papers, both what you're seeking and what you didn't know was there. remember that your papers require a variety of sources, primary and secondary, not simply those turned up by quick Google or Wikipedia searches. Learning to judge the quality of a source is a primary goal of this course.

**Finally**, I am here to help you with your writing this quarter, both in class, during my office hours, and by appointment if necessary. Please feel free to talk to me about the course and any problems you are having with the material anytime. And take responsibility for your own education: your learning process, and what writing can contribute to it, are the center and primary focus of this course. We'll be doing a lot of reading as well as writing this quarter which you may find difficult and challenging, but we should have some fun too, and I hope you will ultimately find your work here useful and rewarding.

**Schedule (Preliminary, Subject to Adjustments):**

<u>Week</u>	<u>Reading/Activities</u>	<u>Assignments/Due</u>
1 <9/24>	Intro to Course; Why Travel? <i>Travel Writing</i> chapter 2: "Defining the Genre" Leed, "The Ancients and the Moderns" <i>Travel</i> : Preface Petrarch, "My Journey up the Mountain"	Establishing a critical framework: List A: Reasons for Travel (writers, <i>et al</i> ) List B: Qualities a Good Traveler Needs
2 <10/1>	Stegner, "The Sense of Place" <i>Travel Writing</i> chapters 3 & 4	MLA Guidelines/Passport Paper Assigned + Travel Divinities + NW Place paragraphs
3 <10/8>	<i>BTW</i> : selections tbd <i>Travel Writing</i> chapters 5 & 6 LIBRARY TOUR/How to Follow Leads and Find The Best Sources	Personal, Paraphrase, Quote, & Summary notes
4 <10/15>	<i>Travel</i> : chapters 1 & 2 BEGIN Excursion Paper research	<b>Passport Paper Due/Peer Review (Tues)</b> <b>Passport Paper, 2nd Draft (Thurs)</b> Presentation Sign-up <b>Post Research Proposals to Angel (Fri)</b>
5 <10/22>	<i>Travel</i> : chapters 3 & 4 Revision techniques & critique strategies Lester: Research Paradigms KC: Travel in the Ancient World	Research Proposal Presentations
6 <10/29>	<i>Travel</i> : chapters 5 & 6	Research Proposal Presentations (con'd)
7 <11/5>	Sample MLA Paper	<b>Excursion Paper Due/Peer Review</b>
8 <11/12>	Blanton, Bibliographic Essay APA Guidelines/Writing an Abstract	<b>Excursion Paper 2nd Draft</b> <b>Journey Paper Brainstorming</b> <b>Journey Paper Reading List</b>
9 <11/19>	Daniel, "A Word in Favor of Rootlessness" Cavafy, "Ithaca"	<b>Journey Paper Outline</b> <b>Reading Exam</b>
10 <11/26>	CONFERENCES I (Drafting)	<b>Journey Paper 1st Draft/Peer Review</b>
11 <12/3>	CONFERENCES II (Revision)	

**Wednesday, December 12, 1 pm:** Term Paper 2nd Draft Due (IN MY OFFICE)