

English 203: Exploring the World, Spring 2015

Instructor: Creighton Brown
E-mail: creighton.brown@ku.edu
Office: 2029 Wescoe
Office Hours: MWF 11:00 a.m. to noon; or by appointment

“The World is a book, and those who do not travel read only one page.” —Saint Augustine

Course Objectives and KU Core Statement

The Objectives of English 203: Exploring the World are (1) to read consciously and contextually to develop interpretations of texts; (2) to demonstrate the ability to use English studies methodologies to think critically about language, texts, and experience; and (3) to write in ways appropriate to the course subject. English 203 meets KU Common Core goals 1.1, 2.1, and 3.

Books

Adams, Mark. *Turn Right at Machu Picchu: Rediscovering the Lost City One Step at a Time*. New York: Plume, 2012. Print.
Bingham, Hiram. *Lost City of the Incas*. London: Phoenix, 2011. Print.
Blackwell, Andrew. *Visit Sunny Chernobyl: And Other Adventures in the World's Most Polluted Places*. New York: Rodale, 2013. Print.
Faigley, Lester. *The Brief Penguin Handbook*. 4th ed. Boston: Longman, 2012. Print.
Kincaid, Jamaica. *A Small Place*. New York: Farrar, Straus and Giroux, 2000. Print.
Vowell, Sarah. *Unfamiliar Fishes*. New York: Riverhead, 2012. Print.

Journaling and Class Activities

Journaling: For every day there is an assigned reading, you will also write between one-half-page and one full-page reflection in your notebook using the Quote-Commentary-Questions (QCQ) method.

- Locate a quotation from the reading that you consider important.
- Provide brief analysis of what issues, questions, contexts, dialogue with other readings that this passage gives. You might also consider what the significance of this quotation is to an understanding of the reading overall or of the issues we have discussed in class.
- Ask a question. As a result of this passage and your commentary on it, what is a question that you would pose to our class to move beyond the scope of the reading to expand upon it, critique it, or apply it to related situations/topics/previous readings?

This paper is not just a summary of the passage or the essay; instead, you should engage in a dialogue with the quotation and the reading as a whole. This may be a critique or counter of the quotation, an attempt to clarify it, or contextualize it amongst other readings and discussions we have had in this class.

Class Activities: During class time, you are expected to contribute to the class discussion, which might take the form of large-group discussions, small group work, and any number of other activities. Participation is vital.

Writing Projects

Project One: This project builds on our readings of Bingham and Adams and explores narrative through photographs and captions. Additionally, this project requires reflection on the rhetorical choices made in order to create each photo narrative.

Project Two: This project builds on our work with Kincaid and Vowell and requires you to make a claim about an artifact (object, institution, or historical figure) by contextualizing it for its specific location and culture.

Group Project: This project draws on everything we have learned about contemporary nonfiction travel writing during the semester. You will be divided into groups, and then, research and write a *National Geographic*-style cover story about a travel destination of interest.

Grading

Journaling and Class Activities	15%
Project One	20%
Project Two	20%
Group Project	45%
• Annotate Bibliography	10%
• Article	35%

Grading Scale

In this course we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

Late Work

All coursework—projects and daily writing assignments—are due at the beginning of class. I do not accept or give make-up work for daily writings and class activities (excepting religious holidays and university-sanctioned events, of course). Unless we have made arrangements in advance, **I will drop the grade of a major project one (1) letter grade for every calendar day that the project is late.** (Please note that I do not accept electronic copies of major projects.)

You must turn in a paper copy in order to avoid late penalties. Additionally, major projects will be marked one day late if not stapled when turned in.

According to Department of English policy, you must turn in all major projects to pass the course, even if a project is so late that it will have earned an F. Check your schedule for potential conflicts well ahead of due dates, and speak with me ahead of time if you will have trouble meeting a deadline.

Attendance

I allow four (4) free absences. I do not distinguish between excused or unexcused absences, so use them appropriately. **Anyone who misses five (5) classes will see a one-letter grade reduction in their final grade; six (6) absences will result in a two-letter grade reduction;**

seven (7) absences will result in a three-letter grade reduction; and so on for every additional absence.

Conferences

We will be having individual conferences for Project Two. **Missing your conference time will count for three (3) absences toward your total number of absences.** This is due to the fact that we cancel one week of class (three days) to conduct conferences.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

The University of Kansas

- Office of Institutional Opportunity and Access (785) 864-6414
- Public Safety Office (785) 864-5900
- Counseling and Psychological Services (785) 864-2277

Community of Lawrence

- The Willow Domestic Violence Center (785) 843-3333
- Lawrence Police Department (785) 830-7400

Disabilities

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please contact me privately in regard to your needs in this course.

Academic Honesty

Intellectual property and integrity are important values for the university community, so cheating in any form, including plagiarism, will not be tolerated. Please study the University's description of and rules concerning academic dishonesty in the *Student Handbook* as well as the English Department's description in *Composition & Literature*. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Schedule of Goals and Assignments

Week One

Wednesday, January 21	First Day of Class; review syllabus
Friday, January 23	<i>Lost City</i> 111-132

Week Two

Monday, January 26	<i>Lost City</i> 133-176
--------------------	--------------------------

Wednesday, January 28	<i>Lost City</i> 179-196
Friday, January 30	<i>Lost City</i> 223-249
Week Three	
Monday, February 2	“Bingham’s Photographs of Manchu Picchu” in <i>Lost City</i> or PDF on Blackboard; introduce Project One
Wednesday, February 4	<i>Turn Right</i> 1-23
Friday, February 6	<i>Turn Right</i> 24-50
Week Four	
Monday, February 9	<i>Turn Right</i> 51-101
Wednesday, February 11	<i>Turn Right</i> 102-125
Friday, February 13	<i>Turn Right</i> 126-153
Week Five	
Monday, February 16	<i>Turn Right</i> 153-208
Wednesday, February 18	<i>Turn Right</i> 209-237
Friday, February 20	<i>Turn Right</i> 238-263
Week Six	
Monday, February 23	<i>Turn Right</i> 264-292
Wednesday, February 25	Workshop and Peer Review
Friday, February 27	Project One Due
Week Seven	
Monday, March 2	<i>Unfamiliar Fishes</i> 1-50
Wednesday, March 4	<i>Unfamiliar Fishes</i> 50-83
Friday, March 6	<i>Unfamiliar Fishes</i> 83-102
Week Eight	
Monday, March 9	<i>Unfamiliar Fishes</i> 102-151
Wednesday, March 11	<i>Unfamiliar Fishes</i> 152-170
Friday, March 13	<i>Unfamiliar Fishes</i> 170-204
Week Nine	
Monday, March 16	No Class—Spring Break
Wednesday, March 18	No Class—Spring Break
Friday, March 20	No Class—Spring Break
Week Ten	
Monday, March 23	<i>Unfamiliar Fishes</i> 204-233; introduce Project Two
Wednesday, March 25	<i>A Small Place</i> 3-37
Friday, March 27	<i>A Small Place</i> 41-81
Week Eleven	
Monday, March 30	Individual Conferences
Wednesday, April 1	Individual Conferences

Friday, April 3

Individual Conferences

Week Twelve

Monday, April 6
 Wednesday, April 8
 Friday, April 10

Project Two Due

Visit Sunny Chernobyl 117-155
Visit Sunny Chernobyl 157-203

Week Thirteen

Monday, April 13
 Wednesday, April 15
 Friday, April 17

Visit Sunny Chernobyl 205-245; introduce Group Project
Visit Sunny Chernobyl 247-299; form groups; sign group contracts
 Invention activity; in-class work day

Week Fourteen

Monday, April 20
 Wednesday, April 22
 Friday, April 24

In-class work day
 In-class work day
Group Conferences; Annotated Bibliographies Due

Week Fifteen

Monday, April 27
 Wednesday, April 29
 Friday, May 1

Group Conferences; Annotated Bibliographies Due
Group Conferences; Annotated Bibliographies Due
 In-class work day

Week Sixteen

Monday, May 4
 Wednesday, May 6
 Friday, May 8

Workshop and Peer Review
Last Day of Class; Group Project Due
No Class—Stop Day