

**Britain: In Your Own Words**  
**Faculty-led trip**  
**Tentatively late May to early June 2020**  
**(3 weeks)**

**INSTRUCTORS**

James Cianciola, Ph.D.  
1105 Barnett Hall  
660.785.6043  
jciancio@truman.edu

James D'Agostino, Ph.D.  
249 Baldwin Hall  
660.785.7651  
dagostino@truman.edu

**COURSE DESCRIPTION:**

One of the most effective ways to write moving texts, is *to move*, to travel through the world in search of new stories to tell. This interdisciplinary study abroad experience braids together in-class inquiry, writing workshops, and field work, as students assemble a portfolio of work that catalyzes our cultural and historical curiosity into a wide range of textual production (literary journalism, creative nonfiction, narratives, poems, blogs, podcasts, and more). Co-led by Dr. James Cianciola and Dr. Jamie D'Agostino in the picturesque northwest of England, we will visit significant historical sites and study social issues in concert with faculty from across numerous disciplines at Edge Hill University. We will learn to use multimedia to record and reflect on our experience of regional art and culture, the British slave trade, women's suffrage, Beatrix Potter's beloved Lake District, the Liverpool art and music scene (including a local act called The Beatles), the Manchester art and music scene, the British apocalypse, and more.

No prerequisites.

**COURSE OBJECTIVES:**

You will be challenged to:

- Enlarge your world by developing the receptivity to new surroundings and openness to multicultural experience that helps engender new perspectives
- Cultivate an understanding of the conventions and possibilities of travel writing (and when to break them)
- Develop a comfort level with a range of narrative techniques and related elements of the craft of writing
- Synthesize material from readings, research, lectures, and field trips into your evolving body of writing
- Curate a portfolio of work across numerous platforms which selects and sequences writing constructed from your observations, responses, and reflections of your experience abroad

## COURSE READINGS AND MATERIALS:

- Laptop
- Smartphone with a camera and audio recorder.
- Rahawa Haile, “We Go It Alone”
- Freda Moon, “Born to Travel”
- Rabih Alameddine, “Hope and Home”
- Thomas Chatterton Williams, “In Another Country”
- Pico Iyer, “Why We Travel;” “The Foreign Spell”
- Bill Bryson, *Notes from a Small Island*
- *How to be a Travel Writer* (Lonely Planet) by Don George (Author)
- Selections from *The Art of Fact: A Historical Anthology of Literary Journalism* by Kevin Kerrane and Ben Yagoda.
  - “The Great Tasmania's Cargo” Charles Dickens
  - “From Specimen Days” Walt Whitman
  - “Making Facts Dance” Kevin Kerrane
- Reginald Shepard, “A Chrestomathy of Desire”
- Entropy Magazine’s column, “Variations on a Theme”
- Selected excerpts from William Wordsworth and Samuel Taylor Coleridge
- Robert Hass, “Museum”
- Yusef Komunyakaa, “Facing It;”
- Victoria Chang, “Hotel Room”
- Lucia Perillo, “Edward Hopper Study”
- Eduardo Farres, “Hotel Room”
- Larry Levis, “Hotel Room, 1931”
- Camille Dungy, “Travelling While Black”
- Adam Golaski, excerpt from *Color Plates*

## COURSE REQUIREMENTS

In addition to analyzing and discussing literary journalism, creative nonfiction, narratives, poems, blogs, and podcasts, you’ll also be producing your own original work.

### Assignments:

- Build and maintain a Wix website (<https://www.wix.com>)
  - This includes:
    - A blog
    - A podcast
    - A literary journalism story
    - A poem
    - A work of creative nonfiction.
    - A media gallery that contains images and videos with supporting text.
- Online journal: You will respond to the journal questions on our calendar. These will be relatively short passages (400-600 words) that emerge from *your* intellectual experience. The expectation is that students will read their peers’ journal entries. I will provide example entries on our Bb page.
- Site presentation: You will research the socio-cultural significance of the places we visit and present your findings on site. This presentation will be recorded. You will upload the video to your Wix website.

- These sites include:
  - Liverpool, Strawberry Fields
  - Liverpool, The Bombed Out Church (St. Luke's)
  - Liverpool, International Slavery Museum
  - Liverpool, The Cavern Club
  - The Lake District, Beatrix Potter's cottage
    - [https://englishlakestours.co.uk/beatrix-potter-themed-tours/adw?gclid=EAIaIQobChMIr82nstTK4AIVAgdpCh3A0QeeEAAYASAAEgIXuPD\\_BwE](https://englishlakestours.co.uk/beatrix-potter-themed-tours/adw?gclid=EAIaIQobChMIr82nstTK4AIVAgdpCh3A0QeeEAAYASAAEgIXuPD_BwE)
  - The Lake District, Dove Cottage (Wordsworth's home)
    - <https://wordsworth.org.uk/your-visit/dove-cottage/>
  - London, see calendar

## COMMUNICATION

Blackboard will be used to house and collect materials for this course. Assignments will be posted on Blackboard and will also be accepted through this interface.

The instructors will be in contact with students throughout the experience. Also, students will be expected to have a smartphone and provide their phone number for the instructors. Students may use an app to simplify communication within the group, such as WhatsApp or GroupMe.

## ATTENDANCE

As this is a condensed experience, attendance is very important and is expected for all class meetings and experiences, unless otherwise designated as optional.

If a student is feeling ill or is faced with another situation that may prevent them from attending class, the instructor must be notified in advance. This request is also to ensure safety.

After missing two required class meeting times, students will lose a half letter grade. After that, each additional two meeting times missed will result in a half letter grade penalty. A student missing more than one-third of the class sessions will receive an F.

## COURSE GUIDELINES FOR SATISFACTORY COMPLETION OF COURSE

Active participation in class discussion and activities: This includes involvement in class exercises, group project activities, homework assignments and regular contribution to discussions. Signs of a good participant include: connects his/her comments to the discussion at hand, maintains a constructive attitude, demonstrates respect for the views of the instructor and other class members, willing to engage with other class members (not just the instructor), actively invites other students to engage in discussion (especially quieter class members), avoids dominating a discussion, welcomes and listens to other perspectives, willing to disagree with others, avoids interrupting others, offers specific examples and reasons to support claims, forms coherent arguments, maintains a record of regular attendance and timely arrival to class. An overall participation grade will be determined at the end of the semester using the following guidelines:

- A. You come to class prepared to discuss all of the readings and frequently volunteer thoughtful and relevant information, respond during class discussion, and/or ask valuable questions. You enthusiastically participate in class activities. You demonstrate respect for others and approach the course with a positive attitude about learning that serves to benefit all of the course participants.
- B. You come to class prepared to discuss most or all of the readings and often volunteer relevant information, respond during class discussion, and/or ask questions. You participate in class activities with a positive attitude. You demonstrate respect for others and make an effort to

enhance their learning as well as your own.

- C. You usually come to class having read at least some, if not most, of the readings. You occasionally make a comment, respond, or ask a question and participate in class activities. You demonstrate respect for others, but do not make any exerted effort to enhance the learning experience of your classmates.
- D. When you are present, you usually have not read the assigned materials, although you may occasionally make a comment, respond to the discussion, and/or ask a question. You participate in class activities reluctantly. You show little interest in learning and neglect the learning experience of others.
- F. Even when you are physically present, you are not mentally attentive. You rarely contribute to discussion. Your participation in class activities demonstrates a lack of interest in the class and lack of respect for your peers.

Hours planned for the experience are:

- 80 structured hours, including class discussion, site presentations, and supervised work
- 70 autonomous learning hours, including personal reflection and unsupervised work

➤ **Points**

- Designing and maintaining Wix website 100
- Blog (10 entries X 20 points each) 200
- Online journal (10 entries X 10 points each) 100
- Literary journalism story 200
- Poem 100
- Creative nonfiction 100
- Site presentation 100
- Participation 100
- Total 1000

<b>A</b>	<b>1000-910</b>
<b>B</b>	<b>909-819</b>
<b>C</b>	<b>818-730</b>
<b>D</b>	<b>729-650</b>
<b>F</b>	<b>Below 649</b>

### **ASSESSMENT OF STUDENT WORK**

Below is a list of basic guidelines for assessing student work in the course.

**Papers will be evaluated on the following basis:**

1. Concise thesis/framing statement and preview of main points
2. Clear organization (introduction, body with main points, conclusion)
3. Adequate supporting material (examples, testimony, analogy, textual support, etc.)
4. Quality of inferences drawn
5. Accuracy of statements
7. Clarity and concision of writing (define all concepts, explain scholarly/practical transitions)

8. Use of MLA style for textual documentation
9. Relevance of paper to the assignment
10. Correct grammar, spelling and punctuation
11. Typewritten (double spaced), 12 pt. standard font, 1” margins
12. Timeliness of submission (i.e. on due date)

**1000-910 A** (excellent, besides meeting the requirements of the assignment, using appropriate form, punctuation, and grammar, demonstrating analysis and critical thinking, and clarity of ideas, expresses original ideas or advances knowledge base of subject matter)

**909-819 B** (above average, over and above the assignment requirements, besides meeting the requirements of the assignment, using appropriate form, punctuation, and grammar, demonstrates analysis and critical thinking, and clarity of ideas)

**818-730 C** (average, meeting the requirements of the assignment, using appropriate form, punctuation, and grammar, may demonstrate difficulty in expressing ideas clearly)

**729-650 D** (fails to meet one or more of the requirements of the assignment, uses inappropriate form, errors in punctuation or grammar, does not express ideas clearly, evidences lack of necessary preparation)

**Presentation:** in addition to the quality and clarity of the content, you are evaluated on organization, delivery, creativity, and engagement with class.

- ALL OF YOUR ASSIGNMENTS, graded and ungraded, must be completed to receive a passing grade in the course AND **ALL assignments, including readings, MUST be completed on time.**

### **Title IX**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Truman’s campus with the University. Students may speak to someone confidentially by contacting University Counseling Services at 660-785-4014 (660-665-5621 for after-hours crisis counseling).

### **FERPA**

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. However, you should be aware of several exceptions. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar’s Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

### **Academic honesty**

Credibility within the media is essential. Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities, risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=13&navoid=625&hl=academic+dishonesty&returnto=search#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=13&navoid=625&hl=academic+dishonesty&returnto=search#Academic%20Dishonesty))

### **Disruptive Behavior**

Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Conduct.

**Note:** *We reserve the right to change the schedule, the syllabus, or anything else to meet the needs of the class.*

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