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ENGLISH 1102 G2
DIGITIZING ATLANTA
Writing and Communication Program
School of Literature, Media, and Communication
Georgia Institute of Technology
Spring 2017
MWF 12:05-12:55 p.m.; Skiles 171
Dr. Matthew Dischinger

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Course Goals
English 1102 introduces students to the principles and practices of communication they need in their academic and professional lives. The goal of classes in the Writing and Communication Program is for students to develop competence and confidence in all communication modalities (Written, Oral, Visual, Electronic, and Nonverbal) and to understand how effective communication balances multiple modalities thoughtfully and synergistically. English 1102 addresses rhetorical principles and multimodal composition while it introduces research as well as cultural studies and literary/discourse analysis. Students will develop an understanding of the genre on which the project focuses as well the rhetorical processes involved in creating examples of that genre. Projects will create purposeful, audience-directed texts that present well-supported arguments using appropriate conventions of written, oral, visual, and/or nonverbal communication. Using the learning outcomes established by the University System Board of Regents, and the Council of Writing Program Administrators, Georgia Tech's Writing and Communication Program has set the following desired learning outcomes and learning expectations for English 1102.

Our Theme
Upon its 1939 release, *Gone With the Wind* became the highest grossing film of all time. Its nostalgic representation of Atlanta as America's Southern City is among the most popular of all time, but it was certainly not the last or, dear reader, the most interesting. In our course, we will explore a range of contemporary texts depicting Atlanta that represent competing versions of the city. We will ask what these texts reveal about the near constant evolution of Atlanta as well as consider what a continued national and global interest in Atlanta can tell us about various viewing publics. As we explore these Atlanta texts, we will use digital tools to map their terrains, describe their features, and analyze their import.

Course Materials
Available at the bookstore:
WOVENText by Amy Braziller & Elizabeth Kleinfeld (Bedford/St. Martin's, 2016) [ebook]
Atlanta (FX; Season 1; 2016); available on Amazon and iTunes
Leaving Atlanta by Tayari Jones (2002)
I Am Not Sidney Poitier by Percival Everett (2009)
Darktown by Thomas Mullen (2016)

Course Assignments and Grading
Your final grade will be calculated as follows:
- Common First Week Assignment (5 %)
- QHQs/Quizzes/In-class assignments (10 %)
    - On four separate occasions throughout the semester, each student will post a 300-word (minimum) Question-Hypothesis-Question (QHQ). QHQs will respond to a question or prompt I pose or we arrive at together; you will then offer one or two hypotheses supported by specific textual evidence; finally, you will finish with another question pointing toward further analysis. Post these QHQs on the appropriate forum by 10 p.m. on the assigned day. You are welcome to link to relevant online artifacts in your QHQs provided that they

advance your hypothesis appropriately, but should not rely on outside sources for evidence of your claims. Focus on the text(s) at hand, and don't be afraid to get creative.

- o We will have unannounced, pass-fail quizzes on readings that will help catalyze our class discussions and encourage us all to keep up with the readings. They are not intended to be excessively difficult, provided you do the assigned readings.
- o We will carry out in-class writing assignments that cannot be made up. **[NB: Quizzes and in-class writing assignments cannot be made up for any reason.]**

- Participation (10 %)
  - o The Writing and Communication Program has a program-wide participation policy. In this class, participation counts as 10% of your grade. Active participation and engagement in class are required. Students who have not done the reading and/or who do not actively participate during the class period may be penalized for lack of participation. I expect that everyone will read and participate in class activities and discussions about the materials. We will have whole class discussions, small group work, and other activities that will all contribute towards your participation grade. If you are surfing the web, emailing, working on assignments for other classes, or are otherwise occupied, your participation grade will suffer.
  - o The following formulation provides some rough guidelines regarding in-class participation and how it will be evaluated:
    - Several-times-daily contribution, excellent attention: 90-100 (A)
    - Daily contribution, good attention: 80-89 (B)
    - Excellent attention, but rare contribution: 78-83 (C+ to B-)
    - Occasional contribution, adequate attention: 65-79 (C)
    - Rare contribution, lax attention: 60-64 (D)
    - Little or no contribution, little or no attention: 59-0 (F) **[NB: Cell phones must be silenced and placed out of view during class unless we are all using phones for an assignment. If I notice you using your phone, your participation grade will suffer.]**

- Exploring Digital Models (10 %)
  - o Your first assignment will be to explore the possible uses of a digital model for analyzing data in a text. I will provide you with options; you will choose one, apply it to an appropriate text, and write a short piece analyzing your findings and making a claim about the usefulness of the digital tool your piece explores.

- Mapping Atlanta Project with Artist Statement (20 %)
  - o One assignment will ask you to use Google Earth to map two of our course texts: *Darktown* and *Leaving Atlanta*. Both are historical novels set in the city, and both engage with real places, events, people, and histories even as they tell fictionalized stories. Your goal will be to collect images, sounds, text, and any other relevant media in and on your map. You will then write a short artist statement (500 words) explaining what the map reveals about the texts in question and your response to them.

- Group Podcast with Script (25 %)
  - o Each group will complete a podcast in which you explore the relationship between one of our final two texts and Atlanta as a living text. You might take your listeners through an interesting place featured in either *Atlanta* or *I Am Not Sidney Poitier*, use one of those texts to make a link between the city and representations of the city more generally, or conduct a conversation using interviews and analysis that orbits around one of those texts. I will have you submit the assignment in parts. The final submission will include the podcast itself as well as a transcript.

- Portfolio (20 %)
  - o In lieu of a final exam, ENGL 1102 requires you complete a final multimodal portfolio due during your section's scheduled final exam time (see http://www.registrar.gatech.edu/students/exams.php for the final exam schedule). The portfolio will include examples of your WOVEN work products, a substantial reflective essay, and brief introductions to each artifact. You will develop your portfolio throughout the semester and work on finalizing it at the end of the semester.

Attendance

The Writing and Communication Program has a program-wide attendance policy, which allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students).

>*Attendance requirement*. Students may miss a total of three (3) classes for T/Th or four (4) for M/W/F classes over the course of the semester without penalty.

>*Reasons for absences*. The attendance policy does not make any distinction about reasons for your absences. Only absences officially exempted by the Institute (e.g., due to participation in official GATech athletics, to religious observance, to personal or family crisis and excused by documentation from the Dean of Students) will not be counted among your allotted absences. These exemptions are difficult to get.

>*Responsibility for missed work*. Students are responsible for finding out what they may have missed while absent from class and what policy the instructor has for making up missed work.

>*Absence penalties*. Each additional absence after the allotted number deducts one-third of a letter grade from a student's final grade. Missing six (6) classes in a T/Th course or eight (8) classes for a M/W/F course results in automatic failure of the class.

Students are expected to keep up with their own attendance record; see the instructor if you have a question about how many classes you have missed. The instructor's record is the official record of your attendance in the class.

Dean of Students and Counseling Center

Attending college can be a stressful time; don't hesitate to ask for help if you're feeling overly anxious, stressed, or depressed. Georgia Tech has two main ways to seek support: through the Office of the Dean of Students and through the Counseling Center. Both units work closely together to support Georgia Tech students. You can seek support by using the contact information below.

Office of the Dean of Students

http://deanofstudents.gatech.edu
Charles A. Smithgall Jr Student Services Building (also known as the Flag Building), Suite 210
(404) 894-6367

Counseling Center

http://www.counseling.gatech.edu
Charles A. Smithgall Jr Student Services Building (also known as the Flag Building), Suite 328
404-894-2575 (including 24-hour, seven-day-a-week access to a counselor on call).

Non-Discrimination

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated.

Communication Center

Georgia Tech's Communication Center is located in **Clough Commons, Suite 447**. It is an excellent resource for all students (undergraduate or graduate) who want help with a communication-related project, from their multimodal assignments for English 1101 and English 1102 to graduate school applications, from

engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes.

· **What kind of help is available?** The trained professional and peer tutors in the Communication Center help all students with their written, oral, visual, electronic, and nonverbal communication in every discipline.

· **What you can expect?** You can visit the center at any stage of the process for any project in any discipline. The knowledgeable and friendly professional and peer tutors are available to help you develop and revise your projects.

· **What are examples of the available help?** Have a B+ on a communication project that you really want to be an A? Get some help in the Communication Center. Need help getting your team to work more effectively? Get some help in the Communication Center. Have an important oral presentation? Get some help in the Communication Center. Struggling with writing or speaking or reading? Get some help in the Communication Center. Making a film or writing a novel? Get some help in the Communication Center with the communication elements of ANY project.

· **What's not available?** The tutors are not available to "fix" your projects. Please do not expect tutors to proofread or edit--although tutors will be happy to help you develop self-editing strategies.

· **What about ESL/EFL support?** The staff includes professional tutors specially trained to assist non-native speakers.

· **How do you make an appointment?** For information on making an appointment please visit this website: <http://communicationcenter.gatech.edu/content/make-appointment>. If you need assistance with the appointment system, you can call 404-385-3612 or stop by the center.

· **What about cost and privacy?** All services are free and confidential.

Accommodations

Georgia Tech supports students through the Office of Disability Services. Any student who may require an accommodation for a documented disability should inform their instructor privately during the first week of class or as soon as you become aware of your disability. Anyone who anticipates difficulties with the content or format of the course due to a documented disability should arrange a meeting so we can create a workable plan for your success in this course. The Office of Disability Services serves any Georgia Tech student who has a documented, qualifying disability. Official documentation of the disability is required to determine eligibility for accommodations or adaptations that may be helpful for this course. Please make sure your instructor receives a Faculty Accommodation Letter form verifying your disability and specifying the accommodation you need during the first week of class.

- Visit: Smithgall Student Services Bldg, Suite 210 on 353 Ferst Drive
- Email: adapts@vpss.gatech.edu.
- Call: 404-894-2563 (V); 404-894-1664 (TDD); 404-894-9928 (fax)

Academic Misconduct

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

- Honor Challenge — http://www.honor.gatech.edu/
- Office of Student Integrity — http://www.osi.gatech.edu/index.php/
- Process for academic misconduct — http://www.osi.gatech.edu/plugins/content/index.php?id=15

Syllabus Modifications
This syllabus—especially the required reading and assignment schedule—may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

Week	Date	Topic	Readings & Work Due
1	M 1/9	Intros	--
	W 1/11	Discussion & Assignment	Review syllabus; come with questions/concerns about syllabus
	F 1/13	Assignment & Class Activities	Bring in brainstorming/drafting materials *RR WOVEN, Ch. 2 (33-42) *"Recommended Reading": these readings are not required and will not be on quizzes but will allow for fuller participation; all readings are required unless otherwise marked
2	M 1/16	Martin Luther King Jr. Day	No class.
	W 1/18	**Exploring Digital Models**	**Common First Week Assignment Due** Introduce Exploring Digital Models Assignment
	F 1/20	Modes & Media	RR WOVEN, Ch. 3 (43-81)
3	M 1/23	Issues in DH	**QHQ 1, Group A due by 1/22 by 10 p.m.** "What Is Digital Humanities and What's It Doing In English Departments" by Matthew Kirschenbaum
	W 1/25	Thesis workshop	RR WOVEN, Rough Drafting (659-662) Bring materials to class
	F 1/27	**Exploring Digital Models Assignment Due**	**Submit to T-Square by 12 p.m.** Introduce Mapping project
4		Mapping Atlanta's Textual Histories	
	M 1/30	Thomas Mullen	**QHQ 1, Group B due by 1/29 by 10 p.m.** *Darktown* Ch. 1-3
	W 2/1	Thomas Mullen	*Darktown* Ch. 4-6
	F 2/3	Thomas Mullen	*Darktown* Ch. 7-10
5	M 2/6	Thomas Mullen	**QHQ 2, Group A due by 2/5 by 10 p.m.** *Darktown* Ch. 11-14
	W 2/8	Thomas Mullen	*Darktown* Ch. 15-18
	F 2/10	Thomas Mullen	*Darktown* Ch. 19-22
6	M 2/13	Thomas Mullen	**QHQ 2, Group B due by 2/12 by 10 p.m.** *Darktown* Ch. 23-28
	W 2/15	Thomas Mullen	*Darktown* Ch. 29-34

	F 2/17	Thomas Mullen	*Darktown* Ch. 35-40 (finish)
7	M 2/20	Tayari Jones	**QHQ 3, Group A due by 2/19 by 10 p.m.** *Leaving Atlanta* p. 1-43
	W 2/22	Tayari Jones	*Leaving Atlanta* p. 43-82
	F 2/24	Tayari Jones	*Leaving Atlanta* p. 83-120
8	M 2/27	Tayari Jones	**QHQ 3, Group B due by 2/26 by 10 p.m.** *Leaving Atlanta* p. 121-178
	W 3/1	Tayari Jones	*Leaving Atlanta* p. 178-212
	F 3/3	No class.	Out of class assignment TBA.
9	M 3/6	Tayari Jones	*Leaving Atlanta* p. 212-255 (finish)
	W 3/8	TBA	TBA
	F 3/10	**Mapping Atlanta Project Due**	**Submit by 12 p.m. on T-Square** Introduce Podcast assignment
10	M 3/13	Percival Everett	**QHQ 4, Group A due by 3/12 by 10 p.m.** *I Am Not Sidney Poitier* p. 1-79
	W 3/15	Charlie Bennett Visit	*I Am Not Sidney Poitier* p. 79-124
	F 3/17	In-class planning & Proposals	*I Am Not Sidney Poitier* p. 125-162 RR WOVEN, 159-169 & 178-197 RR WOVEN, 129-144
11	M 3/20	Spring break!	**No class**
	W 3/22	Spring break!	**No class**
	F 3/24	Spring break!	**No class**
12	M 3/27	Percival Everett	*I Am Not Sidney Poitier* p. 163-234 (finish)
	W 3/29	*Atlanta*	*Atlanta* episodes 1, 2, & 3
	F 3/31	*Atlanta*	*Atlanta* episodes 4, 5, & 6
13	M 4/3	Audacity Workshop with Alison Valk	Meet at the Homer Rice Center.
	T 4/4	QHQ	**QHQ 4, Group B due by 4/4 by 10 p.m.**
	W 4/5	*Atlanta*	*Atlanta* episodes 7 & 8
	F 4/7	*Atlanta*	*Atlanta* episodes 9 & 10

14	M 4/10	Workshop	Bring materials to class
	W 4/12	Podcast Workshop with Alison Valk	Meet at the Homer Rice Center.
	F 4/14	**Rough Draft of Podcast Script due**	Bring five printed copies of script (per group).
15	M 4/17	Workshop	--
	T 4/18	**Podcast Due**	Submit on T-Square by 12 p.m.
	W 4/19	Portfolio workshop	--
	F 4/21	Portfolio workshop	--
16	M 4/24	Portfolio workshop	--
	M 5/1	**Portfolio Due**	**Portfolio Due by 10:50 a.m. (scheduled exam time)**