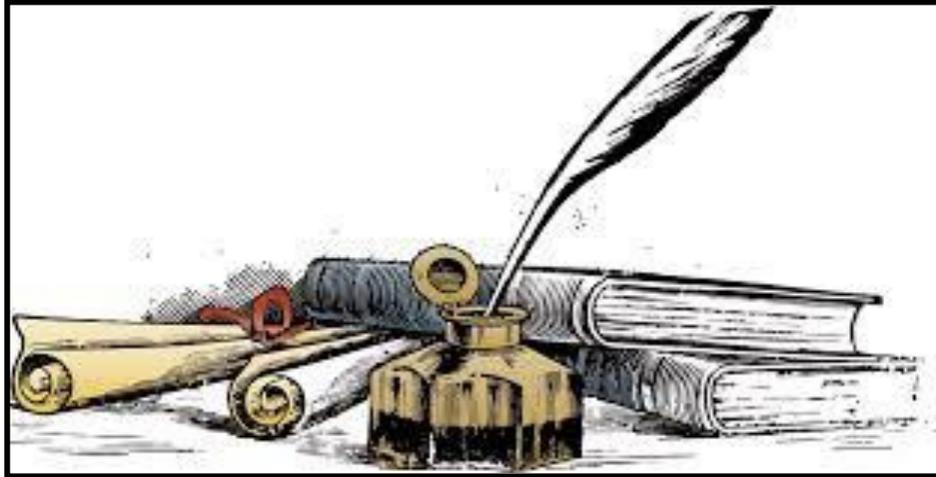


ENGL 1102:
Your Obedient Servant:
Movement of Information in the Age of Print Media and Beyond



Writing and Communication Program
 School of Literature, Media, and Communication
 Georgia Institute of Technology, Spring 2018
MWF Sections C (8:00 – 8:50, 103 Hall) and B1 (11:15 – 12:05, Clough 125)

Dr. Courtney A. Hoffman
courtney.hoffman@lmc.gatech.edu / 009-15 Stephen C. Hall Bldg
Office hours: MWF 10:00 – 11:00 and 12:30 – 1:30, or by appointment
Class website: <http://blogs.iac.gatech.edu/hoffmanfall2018englcb1/>

NB: EMAIL IS MY PREFERRED METHOD OF COMMUNICATION

Subject Line: Please begin every subject line for your email message with “ENGL 1102: Section #”

COURSE DESCRIPTION

What does it mean to convey information between people: between individuals, between the masses, between nations? In an age when a message can be sent with the push of a button, when we can communicate via emojis, and we can block access for those whom we chose, the notion that news could days, weeks, months, or years to arrive at its destination – or maybe never arrive at all – is occasionally hard to fathom. This course will examine the ways in which letters, the postal service, newsheets, periodicals, and pamphlets gave rise to email, tweets, video chats, and websites as means of disseminating information, both personal and public, over the last two centuries. Using multimodality and the WOVEN curriculum (Written, Oral, Visual, Electronic, and Nonverbal), we will consider how twenty-first-century means of communication have been shaped by those of the eighteenth and nineteenth century. How did ideas, social norms, public policies, and scientific advancements spread before the internet – when a pen and ink was the only way to communicate over distances? Why and how was the promulgation of print and visual culture intertwined, and why do we still read the letters of ordinary people who lived in the eighteenth century? What can the method by which information was conveyed show us about the modes through which we communicate today? How can twenty-first-century technologies of communication teach us about our relationships with our friends, families, communities, and the world? We will discuss these topics and others in this ENGL 1102 course.

REQUIRED MATERIALS

WOVEN Text: *Georgia Tech's Bedford Book of Genres*. Eds. Amy Brazillier, Elizabeth Kleinfeld.

eISBN: 9781319210076 (Access codes are available to purchase through the bookstore).

Required supplemental readings available on Canvas.

***You may use digital copies of the texts we will be reading in class, if they are available. Just be sure you are able to take notes on what you have read – you should note anything interesting, confusing, or intriguing that you may wish to discuss in class.

COURSE GOALS – WOVEN Communication

In this course, you will learn how to think critically about and create multimodal artifacts that integrate a WOVEN (written, oral, visual, electronic, nonverbal) approach to communication this means by the end of the semester, you will be able to:

- analyze written texts and produce thesis-driven writing that effectively conveys its purpose to the reader, is effectively structured, and is based on textual evidence;
- deliver oral performances using effective vocal emphasis and expression and effective pacing, and present research orally using voice mechanics to effectively convey your purpose to an audience, highlight main lines of argument and key pieces of supporting evidence, and structure your presentation so that it is easy to follow and engages your audience;
- analyze and interpret visual rhetoric, create artifacts that effectively employ visual rhetoric to tell a story and engage an audience, and design effective visual presentation aids for your electronic communications;
- create electronic presentations and artifacts that effectively use medium-specific affordances to tell a story and establish your ethos as a researcher;
- and expressively use nonverbal communication, including eye contact, facial expressions, body language, and gestures to engage an audience during oral performances.



I have designed this course in such a way as to allow you, the student, to develop your strengths and improve upon what you may perceive to be areas of weakness (that generally only need to be explored and then practiced!), while attaining desired outcomes universal to the Writing and Communication Program. They are:

PRIMARY LEARNING GOAL

- **Learning Goal A1:** Communication. Student will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language.

SECONDARY LEARNING GOALS

- **Learning Goal III:** Critical Thinking. Student will be able to judge factual claims and theories on the basis of evidence.
- **Learning Goal C:** Humanities, Fine Arts, And Ethics. Student will be able to describe relationships among languages, philosophies, cultures, literature, ethics, or the arts.

TECHNOLOGY

You are encouraged to bring your laptops or tablets to class, as long as you stay on task and refrain from online distractions (no Facebooking or shoe shopping!). You may also need to use your tech for in-class work, so please be sure to bring what you need to participate fully to every class meeting.



COURSE COSTS

Aside from the cost of your textbook, you may expect to pay for materials as needed when creating your artifacts for course assignments. Paper and Clay in the Student Center has supplies, and would welcome you. In addition, the CommLab has poster and 3D printers, and if you schedule a tutorial appointment with them, they may be able to help you make your artifacts, as well as give you advice and feedback on any stage of your design process (which I am of course happy to do, as well).

COURSE REQUIREMENTS

Over the course of the semester, you will be required to be an active participant in class discussion, be an effective communicator within small groups (for example, when engaging in peer-review exercises), and participate in oral performances (i.e. presentations). You will produce a series of memes which will be displayed to the class on a poster; design and produce a short video; design, create, and produce a multimodal campaign advocating for or against a particular side in an 18th century debate over a scandal; present pieces of your work to the class; and compile a reflective portfolio comprised of those artifacts created throughout the semester.

For each assignment, I'll provide you with a detailed assignment sheet that includes assessment criteria well in advance. Unless I indicate otherwise, please submit assignments electronically via Canvas. Please format your written assignments according to MLA style guidelines (use in-text citations and a Works Cited page). Be sure to maintain a cumulative file (hard copy as well as computer file – just in case!) that includes all stages of your assignments in both draft and final versions. These will come in handy in the final weeks of the semester, since you'll compile your best work and examples that demonstrate improvement across drafts from these files for your reflective portfolio.

COURSE ASSIGNMENTS

The information below gives you details regarding the assignments and artifacts on which you'll be graded, and how those grades break down. I've also included the dates on which those assignments will be due.

Assignments	Deadline	Percentage
In-Class Participation	N/A	5%
Journal Assignment	Varies	10%
Artifact 0: Common First Week Diagnostic Video	August 27	5%
Artifact 1: Memes, Memes, Memes	September 24	15%
Artifact 2: Mash-Up Video	October 22	20%
Artifact 3: Group Research Project – Multimodal Presentation	November 19	25%
Reflective Portfolio	Exam Period for your section	20%
Total		100%

***** You must submit every part of every assignment as directed in order to pass this course. *****

In-Class Participation (5%) – W, O, E, N

You should expect to attend every class, and you should be prepared for that class meeting by reading the texts which will be discussed that day and completing any composition exercise that is due. The Writing and Communication Program has a program-wide participation policy. Active participation and engagement in class are required. If you have not done the reading and/or if you do not actively participate during the class period, you may be penalized for lack of participation. I define excellent participation as a student who comes to class prepared to engage in the conversation on a regular basis. Such preparation could include notations on the text to be discussed, such as a list of questions or concerns about the reading, or perhaps a matter of inquiry that is related to the reading. Don't forget that participation is part of your final grade in this class!

Journal Assignment (10%) – W (O, V, E, N)

For each day that we have a reading due for class (after Week 1), you will post a journal entry of ~ 250 words. The topic of the journal entry should deal with the text for the day, detailing any thoughts you had about the reading, any questions that it raised for you, any sense of what it might have reminded you of, or if it provoked a particular response as you read. You should not simply summarize the text, but rather begin to analyze it. If you chose to record a vlog, or an audio file, rather than writing a journal entry, you may do so.

Artifact 0: Common First Week Diagnostic Video (5%) – W, O, V, E, N

You will produce a brief (60-90 second) video in which you identify yourself, and then identify a particular section of the WOVEN (written, oral, visual, electronic, or nonverbal) philosophy with which you have had issues/concerns in the past, and how you believe you will be address those concerns throughout the semester.

Artifact 1: Memes, Memes, Memes (15%) – W, V, E

It seems like memes are everywhere we look and the same image can provide multiple meanings, depending on how it's used. For this project, you'll produce two series of memes: for the first, you'll choose a single 18th century image and add 21st century text several different ways; while for the second, you'll choose several different images and add text in a variety of ways to each image so that they all make a similar point. We'll have a presentation day in order to share your meme collections with the class.

Artifact 2: Mash-Up Video (20%) – W, O, V, E, N

In Artifact 1, you juxtaposed 18th century images with 21st century text to make new meaning and analyzed your work. Here, you'll take 18th century text and juxtapose it with 21st century images, using the medium of video. For your 5 minute video artifact, you'll want to consider the message you wish to convey, who your audience is, and how you are analyzing and carefully choosing both the text and the images in order to make an argument.

Artifact 3: Group Project – Hoaxes, Scandals, and Fake News (25%) W, O, V, E, N

For this artifact, you will choose an 18th Century scandal from a list provided and create an argument either for or against the subject of that scandal. Another group will present the opposing view. Your group will research the scandal, and then present your side of the debate in class using a variety of 21st Century multimodal elements (Powerpoints/Prezis, posters, memes, pamphlets, short videos, gifs, etc) in order to convince the class of your point of view. Your classmates will then assess the strength of your rhetorical stance – the genres of your multimodal elements, the effectiveness of your rhetorical appeals, how well you made your argument (I will also do so).



Reflective Portfolio (20%) – W, O, V, E, N

In lieu of a final exam, English 1102 requires that you complete a final reflective portfolio due during your section's scheduled final exam time (see course calendar below). 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 complete it during the Reading Period. I have scheduled time for you to work on the portfolio during class at the end of the term, and you should feel free to ask me questions or peer-review each other's work during that time.

COURSE POLICIES

Please read through the Writing and Communication Program's policies for all sections of ENGL 1102 [here](#). Below are summaries of and additions to these policies that are specific to this section of ENGL 1102.

Learning Outcomes and Evaluation Rubrics

Click on the following link, [Common Policies](#), to access the policies regarding Learning Outcomes and Evaluation Rubrics.

Attendance

The Writing and Communication Program has a Program-wide attendance policy which allows a specific number of absences without penalty, regardless of reason. After that, penalties accrue. **Students may miss a total of three (3) days for T/Th or four (4) days for M/W/F classes over the course of the semester without penalty.** The attendance policy does not make any distinction about the reasons for your absences (except for religious observance, or in the case of Tech business or personal/family crisis, both with documentation from the appropriate Tech officials). **Each additional absence after the allotted number deducts 1/3 of a letter grade from the student's final grade.** Missing six (6) days of a T/Th course, or eight (8) days for a M/W/F course may result in failure of the class. Students are expected to keep up with their own attendance record and any missed work.

Classroom Matters

You should arrive on time to class. **For every three tardies, I will deduct 5 points from the student's final participation grade.** Please turn off your ringers and do not have your phones out (unless you need them to access the texts for the day – though I highly recommend different device for that). If you are sleeping in class, I will allow your classmates to determine a fitting way to awaken you. Please do not have food in the classroom, though you may have drinks with lids.



Late Work and Makeup Policy

Because many of the writing assignments in this class are meant to be shared and edited during class periods, it is essential that you complete drafts on time. If you miss a class period for whatever reason, it is up to you to find out what you missed that day (I suggest you ask a classmate) and complete the work assigned. However, should you have extenuating circumstances, I am prepared to grant reasonable extensions on final due dates for assignments (excluding the portfolio) **as long as you speak with me in advance.** If you have not cleared an extension with me (meaning I've responded to you), do NOT assume it has been granted. To make everything simple for us all, just stick to the original due dates. **I will subtract 5 points from your final artifact grade per day late.**

Inclusive Excellence and Non-Discrimination Policy

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age,

disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

This class **does not discriminate** on the basis of race, color, class, 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 of it will not be tolerated. **Be aware of your audience!** We will be discussing a range of issues, hopefully generated from your own ideas and opinions. Not everyone will agree with everything you may say; **politeness, respect for others, and general good manners are absolutely required.**

CommLab

Georgia Tech's Naugle CommLab is located in Clough Commons, Suite 447. It is an excellent resource for all students (graduate or undergraduate) who want help with a communication-related project, from their multimodal assignments for ENGL 1101 and 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. They can also match students with profession tutors especially trained to assist non-

native English speakers. For more information or to make an appointment, visit their website:

<http://www.communicationcenter.gatech.edu>

Accommodations

Georgia Tech supports students through the Office of Disability Services. Any student who may require an accommodation for a documented disability should inform me as soon as possible 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 that we can create a workable plan for your success in this course. The Office 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 I receive a Faculty Accommodations Letter form verifying your disability and specifying the accommodation you need. The Office of Disability Studies operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For more information, see their website <http://disabilityservices.gatech.edu>

Academic Misconduct

One serious kind of 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 have engaged in the academic misconduct and be referred to the Office of Student

Integrity, as required by Georgia Tech policy. I 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>.

I am more than happy to help you in determining the proper way to cite your sources. Please set up a meeting with me to discuss citations – it's so much easier than being charged with plagiarism.



CALENDAR OF ASSIGNMENTS

*** *This course syllabus is a general plan for the course; deviations announced to the class in advance by the instructor may be necessary.*

Week 1 (Common First Week)	
Monday, Aug 20	Introduction and Welcome Review Syllabus
Wednesday, Aug 22	Multimodality: literacy and composition Diagnostic Assignment DUE: Read syllabus, come with questions and completed Statement of Understanding. Read <i>WOVENText</i> Chapters 1 & 2
Friday, Aug 24	Structuring the Diagnostic Video DUE: Read <i>WOVENText</i> Chapters 3 & 4 Brainstorm ideas for video
ADD/DROP ENDS AUG 24 @ 4 PM	
Week 2	
Monday, Aug 27	Finalizing the Diagnostic Video DUE: Diagnostic Video In-Class uploading, Mahara and YouTube, Reflection
Wednesday, Aug 29	Newssheets and Magazines DUE: Read excerpts from <i>The Spectator, The Tatler, The Female Tatler, The Idler</i> ; Journal entry
Friday, Aug 31	Coffeehouse
Week 3	
Monday, Sept 3	LABOR DAY – NO CLASS
Wednesday, Sept 5	Broadsides DUE: Read Walters, <i>WOVENText</i> Chapter 14 and pp. 512-513; search online broadside archives for examples; Journal entry
Friday, Sept 7	Coffeehouse
Week 4	
Monday, Sept 10	Images – Portraits, Politics, Engraving DUE: Read <i>WOVENText</i> pp. 467-473, 364-366; 483-497; search for images to potentially use in artifact 1; Journal entry
Wednesday, Sept 12	Satirical Essay DUE: Read Swift's <i>A Modest Proposal</i> ; Journal entry
Friday, Sept 14	Coffeehouse
Week 5	
Monday, Sept 17	Defining the English Language DUE: Read Johnson's Preface to the Dictionary; Journal entry

Wednesday, Sept 19	Rhetorics of Genre DUE: Read Blair's Lecture, <i>WOVENtext</i> Chapter 15; Journal entry In-Class Tutorial: Karen Viars
Friday, Sept 21	Peer Review Artifact 1
Week 6	
Monday, Sept 24	DUE: Artifact 1 (with In-Class Presentation)
Wednesday, Sept 26	The Epistolary DUE: Read excerpt from King; Journal entry
Friday, Sept 28	Coffeehouse
Week 7	
Monday, Oct 1	Travel Letters DUE: Read excerpts from Wollestonecraft's <i>Letters Written During a Short Residence in Sweden, Norway, and Denmark</i> ; journal entry
Wednesday, Oct 3	Letters of Instruction DUE: Read excerpts from Chesterfield; journal entry
Friday, Oct 5	Coffeehouse
Week 8	
Monday, Oct 8	FALL RECESS – NO CLASS
Wednesday, Oct 10	The Republic of Letters DUE: Read selected letters of Gilbert White; journal entry
Friday, Oct 12	Coffeehouse
Week 9	
Monday, Oct 15	Peer Review Artifact 2
Wednesday, Oct 17	Love Letters DUE: Read Keats' letters to Fanny Brawne; Journal entry
Friday, Oct 19	Peer Review Artifact 2
Week 10	
Monday, Oct 22	In-Class Group Work Day DUE: Artifact 2, Read <i>WOVENText</i> Chapter 16
Wednesday, Oct 24	The Warming Pan – Stuarts and Hanoverians DUE: McTague article; Journal entry
Friday, Oct 26	Coffeehouse
WITHDRAWAL DEADLINE OCT 27	
Week 11	
Monday, Oct 29	The Canning Trial Due: Straub article, Journal entry
Wednesday, Oct 31	Georgiana, Duchess of Devonshire DUE: Rauser article, Journal entry

Friday, November 2	In-Class Work Day
Week 12	
Monday, November 5	Scandal in the 21 st Century DUE: Student contributions; Journal Entry
Wednesday, November 7	Fake News DUE: Student contributions; Journal Entry
Friday, November 9	In-Class Work Day
Week 13	
Monday, November 12	Group Presentations
Wednesday, November 14	Group Presentations
Friday, November 16	Group Presentations
Week 14	
Monday, November 19	Introduce Reflective Portfolio DUE: Artifact 3
Wednesday, November 21 Friday, November 23	THANKSGIVING BREAK– NO CLASS
Week 15	
Monday, November 26	Portfolio Work
Wednesday, November 28	Portfolio Work
Friday, November 30	Portfolio Work
Week 16	
Monday, December 3	Last Day of Class – Extra Credit Opportunity
FINAL PORTFOLIO DUE	
B1	Portfolio due Friday, December 7 at 2 PM on Canvas
C	Portfolio due Thursday, December 13 at 11 AM on Canvas
GOOD LUCK ON FINALS AND ENJOY WINTER BREAK	

Statement of Understanding

Please read, sign, and return this statement to COURTNEY HOFFMAN by Wednesday, 1/10/18 (or the next class period after your first day in the course, if you add later).

I affirm that I have read the entire syllabus and Common Policies for English 1102 and understand the information and the responsibilities specified.

Print full name

Legible signature

Date

DIRECTIONS: Read carefully and check all that apply.

- I give my instructor, **COURTNEY HOFFMAN**, permission to use copies of the work I do for this course, **ENGL 1102**, as examples in presentations and in print and electronic publications.
- I do not want my work used as examples in any situations.

If you give permission for your work to be used, please indicate how you want to be acknowledged:

- Please acknowledge me by my full name
- Please use my work, but do not acknowledge me by name.

The following information enables me to contact you if your work is used.

Print full name

Legible signature

Print permanent home address

Print campus address

Cell and home phones

School and home email addresses

Date