



English Composition 1101: Apple and Microsoft: 1975 to the Present



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Email is the best way to reach the instructor.

Class Times, Locations, and Course Blogs:

ENGL 1101 C2, MWF 8:05-8:55, Skiles 371.

<http://blogs.iac.gatech.edu/appleandmicrosoftc2/>

ENGL 1101 A2, MWF 9:05-9:55, Skiles 354.

<http://blogs.iac.gatech.edu/appleandmicrosofta2/>

ENGL 1101 B4, MWF 11:05-11:55, Clough 325. <http://blogs.iac.gatech.edu/appleandmicrosoftb4/>

COURSE OVERVIEW

This is a course in multimodal WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) communication that takes as its subject the computer corporations Apple and Microsoft, from their beginnings in the mid-seventies to the present. We will examine the histories of both corporations and the ways that these stories have been told. Our course texts will include different forms of media, including printed and electronic texts as well as films, advertisements, interviews, and speeches. Central course topics and themes will include hardware, software, form, function, engineering, aesthetics, visual culture, narrative, sound, marketing, competition, leadership, collaboration, creativity, innovation, and the workplace. We will also analyze Apple and Microsoft's contemporary web presences and global marketing, interpreting such texts as their Twitter feeds, Facebook pages, websites, products, and applications.

In addition to Georgia Tech's *WOVENText* electronic textbook, you should acquire—in print or electronic form—Walter Isaacson's biography of Steve Jobs (2011) and Douglas Coupland's novel of the computer industry in the mid-nineties, *Microserfs* (1995). By completing essays, digital projects, group presentations, and a final portfolio, the students in this course will be able to more skillfully articulate complex critical ideas. In the process, they will also develop a stronger understanding of the ways that Apple and Microsoft have shaped technology and culture.

COURSE OUTCOMES

This course is designed to improve your competence in written, oral, visual, electronic, and 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 for ENGL1101:

Category	Outcomes by the USG Board of Regents	Outcomes by the Council of Writing Program Administrators	Additional Expectations of the GTWCP
Critical Thinking Critical thinking involves understanding social and cultural texts and contexts in ways that support productive communication and interaction.	<ul style="list-style-type: none"> Analyze arguments Accommodate opposing points of view Interpret inferences and develop subtleties of symbolic and indirect discourse 	<ul style="list-style-type: none"> Use writing and reading for inquiry, learning, thinking, and communicating Integrate ideas with those of others Understand relationships among language, knowledge, and power 	<ul style="list-style-type: none"> Recognize the constructedness of language and social forms Analyze and critique constructs such as race, gender, and sexuality as they appear in cultural texts
Rhetoric Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.	<ul style="list-style-type: none"> Adapt communication to circumstances and audience Produce communication that is stylistically appropriate and mature Communicate in standard English for academic and professional contexts Sustain a consistent purpose and point of view 	<ul style="list-style-type: none"> Use a variety of technologies to address a range of audiences Learn common formats for different kinds of texts Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics Control such surface features as syntax, grammar, punctuation, and spelling 	<ul style="list-style-type: none"> Create artifacts that demonstrate the synergy of rhetorical elements Demonstrate adaptation of register, language, and conventions for specific contexts and audiences Apply strategies for communication in and across both academic disciplines and cultural contexts in the community and the workplace
Process Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.		<ul style="list-style-type: none"> Find, evaluate, analyze, and synthesize appropriate primary and secondary sources Develop flexible strategies for generating, revising, editing, and proof-reading Understand collaborative and social aspects of writing processes Critique their own and others' works Balance the advantages of relying on others with [personal] responsibility 	<ul style="list-style-type: none"> Construct, select, and deploy information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources Compose reflections that demonstrate understanding of the elements of iterative processes both specific to and transferable across rhetorical situations
Modes and Media Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal (WOVEN)—singly and in combination. The context and culture of multimodality and multimedia are critical.	<ul style="list-style-type: none"> Interpret content of written materials on related topics from various disciplines Compose effective written materials for various academic and professional contexts Assimilate, analyze, and present a body of information in oral and written forms Communicate in various modes and media, using appropriate technology 	<ul style="list-style-type: none"> Use electronic environments for drafting, reviewing, revising, editing, and sharing texts Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official (e.g., federal) databases; and informal electronic networks and internet sources Exploit differences in rhetorical strategies and affordances available for both print and electronic composing processes and texts 	<ul style="list-style-type: none"> Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment Demonstrate strategies for effective translation, transformation, and transference of communication across modes and media

COURSE TEXTS

- [Steve Jobs](#), by Walter Isaacson (Simon and Schuster, 2011) ISBN: 1451648537
- [Microserfs](#), by Douglas Coupland (1995; Harper Perennial, 2008) ISBN: 0061624268
 - The books above are also available as ebooks and you are welcome to use printed texts, electronic versions, or both.
- We will be using *WOVENText*, the ebook used by all students taking English 1101 and English 1102. You can purchase access to *WOVENText* at either campus bookstore or directly from the publisher by going to <http://ebooks.bfwpub.com/gatech.php>.
- Additional readings will be available electronically on T-Square.

ASSIGNMENTS

Projects. During the course, you will create a range of multimodal artifacts: written, oral, visual, digital, and nonverbal. For every project, you will receive a detailed assignment sheet that includes assessment criteria.

- **Project #1:** *WOVENText* Assignment. Students will complete a three-page essay engaging concepts in *WOVENText*. 10% of course grade. **Due: Monday September 17.**
- **Project #2:** Apple's Future. Students will complete a three-page plan for a future Apple product or application that responds to and analyzes quotations from Walter Isaacson's *Steve Jobs* biography. The plan should address the product or application's function, purpose, potential users, and the ways it continues or departs from aspects of Apple's history. In addition to the three-page written response, students should include images of their product or application. 15% of course grade. **Due: Wednesday October 17.**
- **Project #3:** Group Presentation. Early in the term, students will be assigned to a group; each group will have a theme to trace throughout the term. Each group will present an argument regarding its theme, its role in the course texts, and significant related material that the group has located. The presentation will receive a group grade and should demonstrate effective collaboration, clarity, balance, and engagement of its audience. Presentations must incorporate effective written, oral, verbal, electronic, and nonverbal components, which could include such tools as Prezi and visual, video, and audio examples and excerpts. 20% of course grade. **Due: Monday October 29, Wednesday October 31, or Friday November 2.**
- **Project #4:** Marketing *Microserfs*. Students will design a marketing plan for selling Douglas Coupland's novel *Microserfs* to an audience in 2012. This plan must include a poster and one other artifact that is part of the marketing scheme. Sample artifacts could include a new book cover, flyers, book jacket copy, a book review, a videotaped television commercial, a (fictional) interview with the author (in print or dramatized in a video), a podcast, a film adaptation, a comic book adaptation, t-shirts, a graphic for an online advertisement, or other possibilities. Students must also include a 500-word rationale addressing the reasoning behind and *WOVEN* elements of their poster and marketing scheme. 15% of course grade. **Due: Friday November 30.**
- Beyond the expenses for required books, you can anticipate modest printing, photocopying, or fabrication expenses related to a number of class projects.

Participation. Some of your required work, both individual and collaborative, will be completed in-class and for homework, all part of your participation grade, which will account for 15% of your course grade. Attendance is a separate course requirement and does not count as part of your participation grade. These activities count for your participation grade:

- Participation in class discussions
- Participation in group activities
- Homework
- Peer review
- Blog entries and comments
- Short Assignments
- Quizzes

You must be present, prepared, on-time, and engaged in seminar discussions. All course readings must be completed before class, and you will be attentive while in class if you want to earn an A or B. Substantive contribution to discussions, active listening, and thought-provoking questions are all considered participation. Being present but playing games on your laptop is not participation, and will result in a C or lower. Here is a rough breakdown of what you can expect for each grade:

A: Lively engagement in discussions. Applies and/or challenges readings. Engages with and/or motivates peers

B: Actively listens in class and occasionally comments. Good collaboration with classmates

C: Tends to look disengaged. Might use phone or laptop for purposes not related to class. Occasionally tardy and absent

D: Sleeps in class. Rarely pays attention and/or is disruptive. Frequently tardy or absent. Unprepared for peer review or group meetings

F: Doesn't attend class often. Sleeps through class when present, or disengaged. Disruptive.

You are expected to bring your laptop and a copy of the required readings or writing assignment to each class. This is a basic requirement for a C in class participation.

Portfolio. You will work on your portfolio throughout the semester and complete it during the WPFE. The portfolio will include revised examples of your best WOVEN work products and your reflections about the processes to create and revise them. 15% of course grade.

TOOLS

We will use the following digital tools to complete work for this course:

[T-Square](#)
[Piazza](#)
[WordPress](#)
[Prezi](#)
[Twitter](#)
[Facebook](#)
[Jing](#)

If you do not already have free user accounts for each of these services, you will need to create them. You may create pseudonymous user accounts solely for use in this class, or you can use existing accounts associated with your actual name. We will go over the basics of sharing content via

these tools in class as it becomes relevant. Ultimately, however, learning how to use these tools is *your* responsibility. If you have questions, then you will need to meet with me or a peer outside of class to discuss them. You can also consult any of the other IT resources available on campus.

The tools described above are those that you will definitely be required to use. In addition to these tools, you will almost certainly need to make use of others, as appropriate, to complete assigned work. For example, for your final project, you will build a collaborative online portfolio of your work for this class using whatever web design tools are at your disposal. In the event I don't specify a particular tool for a particular project, deciding which tool or tools to use, and acquiring proficiency with it/them will be your responsibility.

If you ever have questions about what tools you should use for a particular project or how to use them, you can make an appointment to discuss them with me, and you can also get help from a number of IT resources on campus.

Technology use in-class should be related to what we are doing in class. Set your mobile phone to vibrate. Do not answer your mobile phone unless it appears to be an emergency, e.g. the call is from a child or elder care provider or a parent who would not call during class except in case of emergency. Do not engage with social media or email unless I specifically request that you do so as part of our in-class work.

ASSESSMENT

- **Project 1:** 10% WOVENText Assignment
 - **Project 2:** 15% Apple's Future Assignment.
 - **Project 3:** 20% Group Presentation.
 - **Project 4:** 15% Marketing *Microserf* Assignment.
 - **Group Discussion /Activity Leading:** 10%
 - **Final Portfolio:** 15%
 - **Class Participation:** 15%
- Assignments are due on T-Square at least thirty minutes before our class session begins.
 - Papers must be typed in 12-point Times New Roman font, and double-spaced with 1-inch margins on all sides. Students must use MLA format.

Outcomes for English 1101 and English 1102 specified by the Board of Regents and by Georgia Tech's Writing and Communication Program (NB: In each cell, one or more items separated by semicolons could apply). Each graded assignment will also have its own rubric of assessment criteria:

Scale	1: Basic	2: Beginning	3: Developing	4: Competent	5: Mature	6: Exemplary
Rhetorical Awareness Response to the situation/assignment, considering elements such as purpose, audience, register, and context	Ignores two or more aspects of the situation and thus does not fulfill the task	Ignores at least one aspect of the situation and thus compromises effectiveness	Attempts to respond to all aspects of the situation, but the attempt is insufficient or inappropriate	Addresses the situation in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a complete, sophisticated manner that could advance professional discourse on the topic
Stance and Support	Involves an	Makes an overly	Lacks a unified	Offers a unified,	Offers a unified,	Offers an

Argument, evidence, and analysis	unspecified or confusing argument; lacks appropriate evidence	general argument; has weak or contradictory evidence	argument; lacks significance (“so what?”); lacks sufficient analysis	significant, and common position with predictable evidence and analysis	distinct position with compelling evidence and analysis	inventive, expert-like position with precise and convincing evidence and analysis
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections within and among paragraphs (or other meaningful chunks)	Lacks unity in constituent parts (such as paragraphs); fails to create coherence among constituent parts	Uses insufficient unifying statements (e.g., thesis statements, topic sentences, headings, or forecasting statements); uses few effective connections (e.g., transitions, match cuts, and hyperlinks)	Uses some effective unifying claims, but a few are unclear; makes connections weakly or inconsistently, as when claims appear as random lists or when paragraphs’ topics lack explicit ties to the thesis	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops progressively and adapts typical organizational schemes for the context, achieving substantive coherence	Asserts a sophisticated claim by incorporating diverse perspectives that are organized to achieve maximum coherence and momentum
Conventions Expectations for grammar, mechanics, style, citation, and genre	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Exceeds expectations in a virtually flawless manner	Manipulates expectations in ways that advance the argument
Design for Medium Features that use affordances to enhance factors such as comprehensibility and usability	Lacks the features necessary for the genre; neglects significant affordances, such as linking on the web; uses features that conflict with or ignore the argument	Omits some important features; involves distracting inconsistencies in features (e.g., type and headings); uses features that don’t support argument	Uses features that support with argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

GRADING

- All grading is holistic.
- To achieve a satisfactory grade on a project, you must complete the project. Incomplete projects will receive an unsatisfactory grade.
- This means students must complete every stage of a project in order to receive a satisfactory (C or better) grade on that project.
- Failure to complete any stage (draft, peer review, post-write reflection, etc.) of a project will result in an incomplete project and an unsatisfactory grade (D or F) on that assignment.
- Similarly, since the projects are intended to build upon one another as students work toward the final portfolio, failure to complete any of the individual projects may result in an unsatisfactory grade for the course.

EVALUATION	LETTER GRADE	NUMERIC EQUIVALENT IN THIS CLASS	GA TECH 4-POINT EQUIVALENT
	A+	98-99	4.00
	A Superior work—rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.	94-97	
	A-	90-93	
	B+	88-89	3.00
	B Above-average, high-quality performance—rhetorically, aesthetically, and technically.	84-87	
	B-	80-83	
	C+	78-79	2.00
	C Average (not inferior) work. Competent and acceptable—rhetorically, aesthetically, and technically.	74-77	
	C-	70-73	
	D+	68-69	1.00
	D Below-average work. Less than competent—rhetorically, aesthetically, and/or technically.	64-67	
	D-	60-63	
	F Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.	1-59	0.00
	0 (zero) Work not submitted	0	0.00
Source: http://www.catalog.gatech.edu/rules/5a.php			

LATE AND MISSED ASSIGNMENTS

For each day your assignment is late, the date will decrease by three points. *Emergencies will be dealt with on an individual basis.*

- Late is still better than never when it comes to project stages and the like, however, because failure to complete the work associated with a particular stage or draft altogether would result in an unsatisfactory grade on the overall project.
- Similarly, since each project builds from previous projects and failure to complete any one project may lead to an unsatisfactory grade for the course, turning a final draft in late is better than not turning it in at all.

Any assignment that is not submitted will be recorded as a 0 (“zero”) and averaged with the rest of your grades. This can damage your course average severely: For example, if you have completed five assignments with a 92 average but don’t submit a sixth assignment (which is counted as a “zero”), your overall average will be a 77.

COURSE SCHEDULE

This is a class about composition and communication, so your participation is essential. Expect also to engage regularly in a variety of in-class activities and exercises—oral, visual, and written; individual and collaborative. Share relevant ideas and observations. Refer to relevant articles, books, and Web sites. Offer your own experiences. Make connections between what we’re discussing in this class and what you hear elsewhere (in other classes, on websites, on social media, in news media, in

conversations, etc.). Simply put, active, productive participation is worth 15% of your grade, but it will also make the class more interesting and more enjoyable.

Both reading and writing/presentations assignments are listed on the date due. Additional readings will be added as the semester unfolds, based on the specific interests of students in the class. You will receive an updated schedule on a regular basis, posted on T-Square.

Discussion / Activity Leaders: For eight class sessions indicated on the schedule below, a small group of students will plan a discussion or activity to guide our engagement with the day's reading. Each group will be in charge of the first fifteen minutes of class and your discussion and activity can frame the remainder of our class session. You are encouraged to use technology, but should plan to do so in a fashion that includes your classmates (instead of a power point lecture). You can tell your classmates ahead to ponder certain topics, questions, or issues. You should pose questions or introduce thematic ideas during your discussion/activity that members of the class can continue to discuss. Discussion / activity leading is worth 10% of your final grade.

Blog Entries: Throughout the remainder of the term you will post at least three blog entries on three of the four dates indicated below. You must also comment on at least one of your classmates' blog postings on three of the four dates below. Our blog will be limited to members of our class, so it will not be available to the public. You are also welcome to post and comment whenever you feel inspired throughout the term. Your blog entries must be at least 250 words and include both your own text and examine the significance of an image, sound, or video clip that you will also include or indicate with a link. Your blog entries should engage the readings or assignments for the day that the posting is due. You should analyze examples and quotations in your postings.

Your postings provide an opportunity to shed light on the contexts that inform the texts we will read, including types of software and hardware, clips of speeches, events, locations, and other references. Your postings should build from the topics we have addressed in class and in our projects, taking the readings a step further and posing questions for your classmates to consider. The blog is also a place where you can receive feedback as you develop your presentations or projects.

The blog entries and comments will count toward your class participation grade.

WEEK	ACTIVITIES ~ READING ~ ASSIGNMENTS
1 Mon. 8/20	First Day of Class. Introductions. Microsoft and Apple television advertisements: Start Me Up (1995), 1984, Bing (2012), and ipad (2012).
Wed. 8/22	WOVENText, Chapter 1, "Introduction," "Critical Concepts," "TSquare: Your Course Management System," Research Made Easy," "STOP Assignment Stress," and Chapter 2, Sections 1, 2, and 4, including video. Sign and return last page of syllabus to instructor. In Class Writing.
Fri. 8/24	WOVENText, Chapter 2, Sections 15 (15e through 15i) and 17 (17a, b, c, and, particularly f: Reading Visual Texts)

2 Mon. 8/27 Wed. 8/29 Fri. 8/31	Short Assignment Due. Read <i>WOVENText</i> Ch. 2, Sections 18 through 20. <i>WOVENText</i> Ch. 3. 45a through 45c. Simon Garfield, <i>Just My Type: A Book About Fonts</i> (2011), Introduction and Ch. 1, 16-18, and 22.
3 Mon. 9/3 Wed. 9/5 Fri. 9/7	No Class: Labor Day. <i>WOVENText</i> , Chapter 2, “Exploring Ideas and Planning,” Sections 21-24, 29, 34-36, and 39. Read <i>WOVENText</i> : Ch. 2, Sections 25 through 28. Complete “Drafting a Thesis” for In Class Thesis Workshop.
4 Mon. 9/10 Wed. 9/12 Fri. 9/14	Project 1 Rough Draft Due. In Class Peer Review. Review <i>WOVENText</i> , Chapter 2, Section 25b, “Peer Review.” Begin Walter Isaacson, <i>Steve Jobs</i> (2011), Chapters 1-5. <i>Steve Jobs</i> Biography, Chapters 5-10.
5 Mon. 9/17 Wed. 9/19 Fri. 9/21	Project 1 Due. Read <i>WOVENText</i> Ch.2, “Working With Others” Sections 13-14. In Class Writing: Reflection on Project 1. <i>Steve Jobs</i> Biography Chapters 10- 15. [Group One: Discussion/Class Activity Leaders] <i>Steve Jobs</i> Biography Chapter 15 through Chapter 17, Chapters 23 and 24. [Group Two: Discussion/Class Activity Leaders]
6 Mon. 9/24 Wed. 9/26 Fri. 9/28	<i>Steve Jobs</i> Biography Chapters 25 to 30 [Group Three: Discussion/Class Activity Leaders] <i>Steve Jobs</i> Biography Chapter 30, 31, 32, and 34. [Group Four: Discussion/Class Activity Leaders] <i>Steve Jobs</i> Biography Chapters 36, 38, 39, and 40.
7 Mon. 10/1	<i>Steve Jobs</i> Biography Chapter 40 and 42. Visit to Communication Center. Meet in Clough 447.

Wed. 10/3	Apple poems: Gary Snyder poem, “Why I Take Good Care of My Macintosh Computer” and Charles Bukowski, “16-bit Intel 8088 chip.”
Fri. 10/5	Blog Posting Due. Apple and Microsoft’s Contemporary Web Presence. Mactracker App. Examine Apple and Microsoft’s websites, Facebook pages, and Twitter feeds.
8 Mon. 10/8	Project 2: Rough Draft Due. In Class Peer Review.
Wed. 10/10	Read Chapter one of Bill Gates, <i>The Road Ahead</i> (1995).
Fri. 10/12	Excerpt from Paul Allen, <i>Idea Man: A Memoir by the Cofounder of Microsoft</i> Chapters 1-2, 5-6 (2011). Allen on 60 Minutes. Optional: Allen Ch. 8 and 11.
9 Mon. 10/15	No Class: Fall Recess
Wed. 10/17	Project 2 Due. WOVENText, Chapter 5, Sections 77, 80, and 81. Skype conversation about Apple and Samsung legal case with Stephen Coppolo, esq.
Fri. 10/19	The Pirates of Silicon Valley (2005). [Watch 50 minutes of video in class and complete film assignment. Finish video online at home] Film questions (on T-Square)
10 Mon. 10/22	The Pirates of Silicon Valley (2005). (Second half beginning at :50)
Wed. 10/24	Steve Jobs, One Last Thing (2011) – Available to view free on Amazon prime with your student membership. Finish film questions and upload to T-Square.
Fri. 10/26	Film Blog Posting Due. In Class: Work on group presentations and Complete Group Presentation Questions (on T-Square)
11 Mon. 10/29	Project 3: In Class Group Presentations: Groups 1 and 2.
Wed. 10/31	Project 3: In Class Group Presentations: Groups 3 and 4.
Fri. 11/2	Project 3: In Class Group Presentations: Groups 5 and 6. Read “A Surreal Halloween” from Robert Slater <i>Microsoft Rebooted: How Bill Gates and Steve Ballmer Reinvented Their Company</i> (2004).

12 Mon. 11/5 Wed. 11/7 Fri. 11/9	<p>Read Chapter 2 and 5 from <i>Microsoft Rebooted</i>, Prepare questions for class Skype discussion with current Microsoft employee. In Class: Skype discussion with current Microsoft employee, Redmond Washington.</p> <p>Blog Posting Due. Douglas Coupland, <i>Microserfs</i> (1995) 1-50, Microserfs Song.</p> <p><i>Microserfs</i> 50-100 [Group Five: Discussion/Class Activity Leaders]</p>
13 Mon. 11/12 Wed. 11/14 Fri. 11/16	<p>Read WOVENText: Chapter 6: Section 85: “Strategies for Reading Visual Images.”</p> <p><i>Microserfs</i> 100-200 [Group Six: Discussion/Class Activity Leaders]</p> <p>Blog Posting Due. <i>Microserfs</i> 200-250 [Group Seven: Discussion/Class Activity Leaders]</p>
14 Mon. 11/19 Wed. 11/21 Fri. 11/23	<p><i>Microserfs</i> 250-300 [Group Eight: Discussion/Class Activity Leaders]</p> <p>Project 4: Rough Draft Due, In Class Peer Review.</p> <p>No Class: Thanksgiving</p>
15 Mon. 11/26 Wed 11/28 Fri. 11/30	<p>Finish <i>Microserfs</i>.</p> <p>Read WOVENText Ch. 1, “Building Your Communication Portfolio.” In Class: Work on Portfolios.</p> <p>Project 4 Due. Class Conference</p>
16 Mon. 12/3 Wed. 12/5 Fri. 12/7	<p>Portfolio Workshop.</p> <p>Portfolio Workshop.</p> <p>Portfolio Workshop. Last Day of Classes.</p>
17	<p>Portfolios Due on T-Square During Final Exam Periods: ENGL 1101 C2, MWF 8:05-8:55: Monday Dec. 10 8-10:50 a.m. ENGL 1101 A2, MWF 9:05-9:55: Friday Dec. 14: 8-10:50 a.m. ENGL 1101 B4, MWF 11:05-11:55: Wednesday Dec. 12: 8-10:50 a.m.</p>

COURSE POLICIES

As a general rule, everyone in this class should treat everyone else with respect, and all students should follow [the student code of conduct](#).

As your instructor, I undertake to abide by my own policies as set out below, to treat all students fairly and with respect, to create a classroom environment conducive to learning and open discussion, and to be available during reasonable hours outside of class to clarify student questions related to course projects and material.

As students in this class, you are expected to take the class seriously, to comply with the policies set out below, to complete assigned readings and work in a timely and professional manner, to create a classroom environment conducive to learning and open discussion, and to take responsibility for your own learning.

ACADEMIC HONESTY

- Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing -- as long as you cite them.
- If you are ever in doubt about whether you are citing something correctly, please contact the professor.
- You must list all sources you consult in your works cited list. You must cite web pages.
- In moments of crisis students sometimes make decisions that they would not otherwise make. If you find yourself in a situation that affects your work in this class, please see the instructor or the Department of Literature, Communication and Culture.

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 may be referred to the Office of Student Integrity, as specified by Georgia Tech policy. I strongly urge you to be familiar with Georgia Tech's Honor Challenge— <http://www.honor.gatech.edu/> —as well as the Office of Student Integrity— <http://www.deanofstudents.gatech.edu/integrity/>

You should be familiar with the process for academic misconduct— http://www.deanofstudents.gatech.edu/integrity/academic_misconduct.php

Your projects should be appropriately documented as well as mechanically and grammatically correct. If you quote or paraphrase, please use internal, parenthetical citations (author, date, page for direct quotations) as well as an end-of-document works cited list. Visuals as well as text must be properly cited. Not providing appropriate citations is a kind of plagiarism. Professionals should be scrupulously careful about their citations.

- Students who plagiarize will be dealt with according to the GT Academic Honor Code.
- Except for group projects, students should complete all work for this class on their own, with collaboration limited to peer review feedback as specified in the project description.
- You should always provide attribution whenever you incorporate the ideas, words, or images of another in your own work.
- All work turned in for credit in this class should be work that you have done specifically for this class. Do not “recycle” old work or even new work completed for another class. If you

would like to build upon previous work or work that you are doing in another class in an assignment for this one, please clear it with me first.

- You should adhere to Georgia Tech's honor code for all work related to this class.

ATTENDANCE

The Writing and Communication Program has a Program-wide attendance policy, which allows twice the number of weekly class meetings for absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences.

- Attendance and 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 counted absent. Students may miss a total of six (6) classes over the course of the semester without penalty
- The attendance policy does not make any distinction about the reason for your absences. Only absences officially excused by the Institute (i.e., due to participation in official GATech athletics, to religious observance, to personal or family crisis and excused by a note from the Dean of Students) or those negotiated in advance will not be counted among your allotted absences.
- Students are responsible for finding out what they may have missed while absent. Students may make up work they miss in class. You are responsible for scheduling a meeting with me as soon as you are able to return to class in order to establish a plan for completing all make up work.
- Each additional absence after the allotted number will result in a deduction of one-third of a letter grade from a student's final grade.
- Students are expected to maintain their own attendance record; see me if you have a question about how many classes you have missed according to my records.

Regardless of the reason for your absence, you are responsible for information presented in classes you miss. Please check GA Tech's position about class attendance:

<http://www.catalog.gatech.edu/rules/4b.php>

CHANGES TO THE SYLLABUS

- This syllabus is a general plan for the course.
- 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.
- In the event changes are necessary, I will make them in consultation with the rest of the class and at least two weeks in advance of any affected due dates.

DISCRIMINATION AND HARASSMENT

- Georgia Tech does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, disability, or status as a U.S. veteran. This class adheres to those guidelines.
- Alternative viewpoints are welcome in this classroom; however, statements that are deemed racist, sexist, classist, or otherwise discriminatory toward others in the class will not be tolerated.
- No form of harassment, bullying, or discrimination is allowed in this class. No harassment of any kind is allowed, including but not limited to race, ethnicity, color, age, religion, national origin, sex, sexual orientation and identity, gender, marital status, ability, and/or status as a U.S. veteran gender.

- In keeping with the professional nature of this course, only professional behavior is acceptable between the instructor and the students and between students.

ACCOMMODATION OF STUDENTS WITH DISABILITIES

Georgia Tech complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Georgia Tech supports students through ADAPTS (Access Disabled Assistance Program for Tech Students). 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 we can create a workable plan for your success in this course. ADAPTS 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.

Prior to our meeting, if you have not already done so, please request that ADAPTS staff verify your disability and specify the accommodation you will need. Please make sure I receive a Faculty Accommodation Letter form verifying your disability and specifying the accommodation you need. ADAPTS operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA).

- 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)
- No retroactive accommodations will be provided in this class.

WEEK PRECEDING FINAL EXAMS

The Writing and Communication Program uses a consistent policy regarding the WPFE.

- This course includes no quizzes or tests during the WPFE. All quizzes and tests will be graded and returned or available for review on or before the last day of class preceding final exam week.
- No new assignments, other than work related to the portfolio, will be given during the WPFE, and no assignments, other than work related to the portfolio, will be due during the WPFE. All projects, other than the portfolio, will be graded and returned or available for review on or before the last day of class preceding final exam week.
- This course has no final exam. In lieu of a final exam, this course has a required portfolio, which counts for 15% of your grade.
 - You will work on your portfolio periodically throughout the semester.
 - The portfolio will be completed during the WPFE, both in class and out of class.
 - The portfolio will be due during Final Exam Week.

MEETING WITH THE INSTRUCTOR

Your instructor is the most important resource in the course. Talk with me regularly—both by visiting me during office hours and by corresponding via email. Do not wait until you're having difficulty to initiate a conversation.

RESOURCES

You have a number of resources available to you if you need help. For questions about research or multimedia tools, the professional [library](#) staff members are a wonderful source of information. Tech has a subscription to Lynda.com, where you can find excellent tutorials for an astounding variety of software applications. Your peers can answer questions about what we covered in class,

readings, and projects. If you need background information about a text, you can often find it in the library or by searching on the web.

The Communication Center is located in Clough Commons, Suite 447. It is an excellent resource if you need help with a project. You can visit the Communication Center for help at any stage of the process for any communication project (paper, presentation, report, website design, blog, etc.) in this or any of your classes. The knowledgeable and friendly tutors are available to help you develop and revise your projects. They are not available to “fix” them. So, for example, please do not ask the tutors to proofread or edit your projects. For information on making an appointment please visit this [website](#). If you need assistance with the appointment system, you can call 404-385-3612 or stop by the Communication Center. All services are free and confidential. Your work in the Communication Center is not reported to any faculty members or academic advisers.

TECHNOLOGY CONCERNS

The projects you create in this course should be creative, accurate, provocative, relevant, engaging, and rhetorically sensitive.

Specific requirements for assignments will be discussed in class. Keep a copy of all assignments you pass in. Sometimes you will be asked to also submit a digital version and a print version.

Maintain a cumulative file (hard copy as well as computer file) that includes all your assignments (drafts and final versions). This file serves as a base for you to judge your improvement during the semester and to select samples for your portfolio.



PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. GOLDEN

I affirm that I have read the entire syllabus and policy sheet for ENGL 1101 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, Amanda Golden, permission to use copies of the work I do for this course, ENGL 1101, 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 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 address

print campus address

phone

email address

Date