

English 1102: The Literature of New Media

Georgia Institute of Technology
Writing and Communication Program
Fall 2016

B2 MWF 11:05
C MWF 8:05
J1 MWF 10:05

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Twitter: @KateHolterhoff
Office Hours: MWF 12-1pm in Skiles 304

Course Goals

The mission of Georgia Tech's Writing and Communication Program is to help students, faculty, and staff across the institute learn strategies for communicating effectively. The immediate purpose of English 1102 is to help you become more successful as a student at Georgia Tech. The long-range purpose is to help you become a more successful communicator in your personal interactions, in your community, and in your professional life. English 1102 addresses rhetorical principles and multimodal composition while it introduces research as well as cultural studies and literary/discourse analysis. Students will develop competence and confidence in all communication modalities (Written, Oral, Visual, Electronic, and Nonverbal).

The Literature of New Media: Course Description

This course is designed to introduce students to key concepts in new media and the digital humanities by exploring ways in which technology has altered the form and study of literature. In recent years new media including computers, the Internet, social networks, and video games have all acted as provocative disruptions to more traditional ideas about the scope and significance of the humanities. While some luddites worry that technology endangers the arts, digital humanists welcome new media's ability to enrich and expand the field. Students will study and actively participate in the digital humanities by engaging with the intersection of new media and literary studies. By critiquing fundamental points in this discourse students will begin to address the following questions: What are the historical and cultural repercussions of new media on the ways in which we read and write? In what ways does reading texts on a monitor differ from reading out of a codex? How has the Internet created new opportunities, both thematic and formal, for literary expression? What will be the role of libraries in our increasingly digital world? In what ways can new media subvert the status quo to act as a means of activism? Should literature be a solitary experience, as Jonathan Franzen suggests, or is it instead, as Neil Gaiman counters, an opportunity for social engagement and collaboration? How has interactive media changed the role of audiences from consumers and spectators to authors, players, and creators? How does the narrative of video games parallel and diverge from that of novels? Students enrolled in this course will be evaluated on their successful engagement with course themes through the completion of written assignments as well as multimodal and digital projects.

Georgia Tech General Education Outcomes for English 1101 and English 1102

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.

Required Texts and Materials: There are five books to purchase for this class and one PC video game from Steam. I will also distribute handouts and post PDFs to T-Square. In addition to bringing your Laptop computer to class everyday and making sure you have access to T-Square and a Twitter account, you must bring assigned materials to class everyday.

WOVEN Textbook

Publisher: Bedford / St. Martin's

Little Brother

Written by: Cory Doctorow
Publisher: Tor Teen
Publication Date: 2010
Paperback ISBN: 0765323117

Hearts, Keys, and Puppetry

Written by: Gaiman and Twitterverse
Publisher: Blackstone Audio
Publication Date: 2010
ASIN: B0037MA85U

Neuromancer

Written by: William Gibson
Publisher: Ace Trade
Publication Date: 2000
Paperback ISBN: 1551116472

Americanah

Written by: Chimamanda Ngozi Adichie
Publisher: Anchor
Publication Date: 2014
Paperback ISBN: 0307455920

Overview of Assignments

Common First Week Assignment

Create a video (60-90 seconds) in which you articulate a challenge relating to one of the modes—written, oral, visual, electronic, or nonverbal communication—that you'll be engaging with in class projects this semester. I will distribute a more detailed handout as we approach the project date.

Due Date: 8/29

Artifact One: Informative Website

Students will create a website on the topic of literature and new media using [Weebly](#), [Wix](#), or [Wordpress](#). Websites must contain new media elements including video, audio, and images. I will distribute a more detailed handout as we approach the project date.

Due Date: 9/23

Artifact Two: Infographic, Presentation, and Supporting Document

Students, in groups of 3, will create an infographic, or visual representation of data, which addresses a topic connected with our course. I will distribute a more detailed handout as we approach the project date.

Due Date: 10/21

Artifact Three: Video Game Analysis

Students, in groups of 5, will select one video game from a list provided by your instructor to play from start to finish. Groups will then plan, script, and produce a ten to fifteen minute video essay analyzing the game. I will distribute a more detailed handout as we approach the project date.

Due Date: 11/18

Multimodal Reflection Portfolio and Mahara

In lieu of a final exam, ENGL 1101 and 1102 require 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. Your portfolio counts between 15% (minimum) and 20% (maximum) of the course grade, as indicated by your instructor.

The general portfolio assignment sheet can be found [here](#). Please note that your instructor may have more specific instructions or requirements related to the portfolio; these instructions or requirements will be

specified prior to the withdrawal deadline. You will develop your portfolio throughout the semester and work on finalizing it during the final two (for T/Th classes) or three (for MWF classes) class sessions of the semester.

The multimodal reflective portfolio is produced in an open-source portfolio platform called Mahara; you can access the GT instance of Mahara using your GT login credentials at <http://mahara.gatech.edu>.

Participation

The Writing and Communication Program has a program-wide participation policy. 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. In this class, participation counts as part of your grade.

Class participation factors into your final grade and your efforts during class time will greatly affect your overall performance. I will record your participation every day, and participation begins, of course, with prepared attendance (see Course Policies). In-class quizzes, writing assignments, Tweets, and activities all count towards your participation grade. More than anything else, participation in this course means expressing your thoughtful engagement with the writing and reading assignments.

Excellent participation demonstrates 1) familiarity with the assignment, 2) a willingness and ability to comment on ideas from the assignments, and 3) an effort to become interested in the ideas. The reason this class has a prepared attendance policy is because we practice what we preach: texts are not built in isolation, but instead are the product of collaboration. Every person in this course is an academic author and therefore responsible for the class in its entirety as a community of knowledge makers. The practices of reading, speaking, and writing will mutually inform each other.

Group projects play an extremely important role in this course. Learning how to share and delegate tasks among group members is mandatory. Students must engage with their classmates, and not solely their instructor in small groups and during each class period. All students should be ready to participate in general class discussion everyday. Comments and feedback should be helpful and not tangential to the current project and conversation. Be supportive of your peers' ideas even when you disagree with them. When you raise disagreement within class discussion, small group, or online forum, do so respectfully and productively by articulating your rationale and offering an alternative. Of course, all discussion should refrain from language and tone that could be considered an inappropriate or offensive personal attack.

Breakdown of Grades

5%	Common First Week Assignment
15%	Artifact 1
20%	Artifact 2
30%	Artifact 3
20%	Multimodal Reflection Portfolio
+ 10%	Participation
100%	Final Grade

Evaluation Rubric

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
Rhetorical Awareness Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
Stance Argument, significance and implications ("so what" factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
Development of Ideas Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument,
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	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 logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
Conventions Expectations for grammar, mechanics, style, citation	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	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
Design for Medium Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don't support argument	Uses features that support the 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

Learning Outcomes for English 1101 and English 1102

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.	Analyze arguments. Accommodate opposing points of view. Interpret inferences and develop subtleties of symbolic and indirect discourse.	Use writing and reading for inquiry, learning, thinking, and communicating. Integrate ideas with those of others. Understand relationships among language, knowledge, and power.	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	Adapt communication to	Use a variety of technologies to	Create artifacts that demonstrate the synergy of

<p>available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.</p>	<p>circumstances and audience.</p> <p>Produce communication that is stylistically appropriate and mature.</p> <p>Communicate in standard English for academic and professional contexts.</p> <p>Sustain a consistent purpose and point of view.</p>	<p>address a range of audiences.</p> <p>Learn common formats for different kinds of texts.</p> <p>Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.</p> <p>Control such surface features as syntax, grammar, punctuation, and spelling.</p>	<p>rhetorical elements.</p> <p>Demonstrate adaptation of register, language, and conventions for specific contexts and audiences.</p> <p>Apply strategies for communication in and across both academic disciplines and cultural contexts in the community and the workplace.</p>
<p>Process</p> <p>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.</p>	<p>[No USG BOR outcomes are specifically related to process.]</p>	<p>Find, evaluate, analyze, and synthesize appropriate primary and secondary sources.</p> <p>Develop flexible strategies for generating, revising, editing, and proofreading.</p> <p>Understand collaborative and social aspects of writing processes.</p> <p>Critique their own and others' works.</p> <p>Balance the advantages of relying on others with [personal] responsibility.</p>	<p>Construct and select information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources.</p> <p>Compose reflections that demonstrate understanding of the elements of iterative processes, both specific to and transferable across rhetorical situations.</p>
<p>Modes and Media</p> <p>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.</p>	<p>Interpret content of written materials on related topics from various disciplines.</p> <p>Compose effective written materials for various academic and professional contexts.</p> <p>Assimilate, analyze, and present a body of information in oral and written forms.</p> <p>Communicate in various modes and media, using appropriate technology.</p>	<p>Use digital environments for drafting, reviewing, revising, editing, and sharing texts.</p> <p>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.</p> <p>Exploit differences in rhetorical strategies and affordances available for both print and electronic composing processes and texts.</p>	<p>Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment.</p> <p>Demonstrate strategies for effective translation, transformation, and transference of communication across modes and media.</p>

Evaluation Equivalencies

		Numeric Equivalent in this Class
Georgia Tech does NOT use +/- for course grades.		
A: 90-100 Superior performance—rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.	A+	98-100
	A	94-97
	A-	90-93
B: 80-89 Above-average, high-quality performance—rhetorically, aesthetically, and technically.	B+	88-89
	B	84-87
	B-	80-83
C: 70-79 Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.	C+	78-79
	C	74-77
	C-	70-73
D: 60-69 Below-average performance. Less than competent — rhetorically, aesthetically, and/or technically.	D+	68-69
	D	64-67
	D-	60-63
F: 0-59 Unacceptable performance. Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.	F	1-59
	0 (zero) Work not submitted	0

Course Completion

In all sections of ENGL 1101 and 1102, failure to complete any component of the course, including projects, assignments, and stages of projects or assignments, may result in failure of the course, as determined by the instructor of the course in consultation with the Director and Associate Director of the Writing and Communication Program.

Course Policies

For a complete list of the Writing and Communication Program's Policies, please see the 1101/1102 Common Program Policies: <http://b.gatech.edu/1R7jajV>.

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 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 the reasons for your absences. Only absences officially exempted by the Institute (e.g., due to participation in official Georgia

Tech athletics, to religious observance, to personal or family crisis confirmed 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 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.
- Lateness. For every two days you arrive late to class, you will be marked for one absence. If you are more than fifteen minutes late to class, you will be marked absent for that day.
- Sign-in Sheet. I track absences using a sign-in sheet that circulates at the beginning of class so make sure you record your presence every day. It is your responsibility to make sure you sign-in; it is not the responsibility of your peers or instructor to remind you to sign in.
- Treat this attendance policy like the personal or sick days you might find in a workplace. The exceptions to this requirement include only the most serious emergencies; we will discuss those if they arise. If you miss a class meeting, you are responsible for contacting a peer to catch up on any information you might have missed. Missing class is no excuse for not completing an assignment due the following class period. You cannot make up missed in-class assignments.
- Just because you are physically present in the classroom does not mean you are academically present. Sleeping, chatting or attending class without the reading assignment means that you are unprepared to participate and will be counted absent. You will also be counted absent if you disrupt class. Disruptions include, but are not limited to, text messaging, listening to your iPod, arriving late to class, chatting with your neighbor, and checking your Facebook account.

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).

Safety

Classroom and campus safety are of paramount importance at Georgia Tech. Safety is the shared responsibility of all of us throughout the entire campus. The Writing and Communication Program urges faculty and students to follow the ALERT, ASSESS, ACT protocol for all types of emergencies and the RUN, HIDE, FIGHT response for active shooter incidents.

- Remain ALERT through direct observation and emergency notifications.
- ASSESS your specific situation (e.g., threats, people, location, conditions).
- ACT in the most appropriate way to ensure your own safety and the safety of others if you are able.

- Please view the FBI's RUN, HIDE, FIGHT response for active shooter incidents: <https://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video>. The link also includes the entire transcript of the video.
- Please make sure you are familiar with GTENS (Georgia Tech's Emergency Notification System), which allows you to receive time-sensitive emergency messages in e-mail, voice mail, and text messages, as well as the LiveSafe app, a comprehensive safety app that enables you to call or text GTPD quickly on your mobile phone. Please review and act on these five safety practices:
- GTENS Notification: Review the Georgia Tech Emergency Preparedness notification information and register (if you haven't already) through the link at <https://passport.gatech.edu> – <https://passport.gatech.edu>.
- LiveSafe: Use this link — <http://www.livesafe.gatech.edu/> — to download the LiveSafe app to your Smartphone (if you haven't already).
- GT Police: Make sure the Georgia Tech Police Department number is in your Smartphone: (404) 894-2500. Call this number for any on-campus emergency.
- 9-1-1: In an emergency, you can always dial 9-1-1. If you call 9-1-1 from your cell phone, the call will be directed to the City of Atlanta Dispatch Center. Immediately tell the dispatcher that you are calling from Georgia Tech, and your call will be transferred to the Georgia Tech Police Department Operations Center.
- Classes for Safety and Emergency Preparedness: Classes in crime prevention techniques, self-defense, property protection, and emergency preparedness, as well as additional resources, are available through the GTPD website: police.gatech.edu

Participation in Class

The Writing and Communication Program has a Program-wide participation policy. 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. In this class, participation counts as part of your grade.

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.

Using Recording Equipment in Class: If you wish to tape or record classroom activities please speak with me. I generally allow students to do so for personal use. However, you may not further copy, distribute, publish or otherwise use recordings for any other purpose without my express written consent.

Communications: If you need to contact me outside of class time please use my email address and allow 24 hours for a response. I do not always check my email before class or late at night so plan ahead.

Accommodations

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 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. 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. 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)

Please note the following Institutional testing policy changes/clarifications effective September 30, 2015.

Course instructors shall notify the Institute's Office of Disability Services within the first two weeks of the semester, or in the alternative, within one week of the student's intended use of testing accommodations, a list of items approved or prohibited during the administration of assessments. This policy will provide students with the opportunity to review, and if necessary re-confirm with the instructor the list of items in advance of the first course assessment or if not applicable to the first assessment, a reasonable time in advance of the assessment that the student intends to utilize testing accommodations

In the event a student who has been granted extended testing time as an accommodation for a documented disability is scheduled for two examinations in one day, the examination scheduled second (later) in time may, at the election by the student, be considered in conflict and treated in all other respects as a conflicted examination under Institute Academic Regulation 12(D)(6) ("Final Examinations").

Please note that the student should contact the professor of the course that needs to be rescheduled before the sign up deadline if the testing center will be utilized for final exam proctoring.

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.

Final Instructional Class Days and Reading Periods

Institute policies regarding Final Instructional Days and Reading Periods can be found here.

Final Instructional Class Days: December 5-6, 2016.

No tests or quizzes are to be administered on Final Instructional Class Days.

Graded homework or assignments, course projects, demonstrations, and presentations may be due during Final Instructional Class Days, provided they are listed on the syllabus at the start of the semester.

All quizzes and tests should be graded and reported to students on or before the last final instructional day.

Reading Periods: December 7, 2016 (all day); December 8, 2016 (8am-2:20pm); December 13, 2016 (8am-2:20pm)

- No classes meet during Reading Periods.
- No assignments, projects, presentations, or other graded activities can be due or take place during Reading Periods.
- Instructors may schedule optional study review sessions for students during Reading Periods (but no credit or extra credit may be attached to these optional sessions).

Resources

Purdue Online Writing Lab (OWL): While you are always welcome to ask me if you have questions about grammar, style, or citation formatting, Purdue's OWL page (<https://owl.english.purdue.edu/owl/>) is another great resource.

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 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.

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. I strongly urge you to be familiar with these Georgia Tech sites:

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- 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>