

ENGL 1101: AMERICAN DOMESTICITIES



G1: MWF, 12:05-12:55, Hall 106
 L1: MWF, 2:05-2:55, Skiles 154
 E2: MWF, 3:05-3:55, Clough 123

Website: <http://blogs.iac.gatech.edu/domesticity1101>

My Twitter ID: @KrafftPhD

Course Hashtag: #domestic1101

Instructor: Dr. Andrea Krafft

Office: Skiles 309

Fall 2015 Office Hours: Mondays 5:00-6:00 PM, Wednesdays 1:00-1:55 PM, and by appointment

Email: andrea.krafft@lmc.gatech.edu (my preferred method of communication)

Office Phone: 404-894-1021

Course Description

Every ENGL 1101 course at Georgia Tech introduces students to the rhetorical principles of communication and emphasizes how communication is multimodal or WOVEN (written, oral, visual, electronic, and nonverbal). The goal of this course is that students will develop competence and confidence in analyzing and creating WOVEN texts. The skills and practices emphasized throughout this course will help students become more capable communicators and more successful in their academic and professional work. While all ENGL 1101 courses share the same basic outcomes, every instructor approaches the course through a distinct theme based on his or her own research interests.

Our sections of ENGL 1101 will consider the ramifications of contemporary American visions of domesticity. While phrases such as “home is where the heart is” and “there’s no place like home” echo throughout our cultural consciousness, we all relate to domesticity in unique ways based on our individual identities and our understanding of what the home should be. We are also influenced by how cultural documents define housework and housekeeping in terms of social class, race, and gender. Throughout this course, we will examine how a variety of texts including magazines, advertisements, blogs, and even Pinterest pages that envision domesticity as a rhetorically-charged space and set of practices. We will also reflect on our own domestic identities and the way in which we personally construct our homes (whether they are dorm rooms, apartments, bedrooms in the houses of family members, and so on).

Approach to the Course

The way we spend class time will vary. The majority of our meetings will involve active discussions of course readings and assignments. Class time may include the following activities:

- **Discussions** about readings and assignments
- **In class assignments and quizzes**, both individually and in groups
- **Workshops**, including peer review, editing, and in-class planning / writing
- **Student Presentations**, both formal and informal
- **Lectures** (by the instructor)
- **Video Screenings**

Being physically present in the classroom is not enough for you to succeed in this class. You should be prepared to ask questions and comment on our readings and assignments so as to contribute to a productive discussion. Your participation grade will be based on your participation in class discussion, your behavior during group work, and your online presence on the class website and Twitter. Actively participating is not only part of your course grade but also a way for you to contribute to the strength of the classroom as a whole.

Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time. I also suggest scheduling your time carefully so you can always complete the reading assignment.

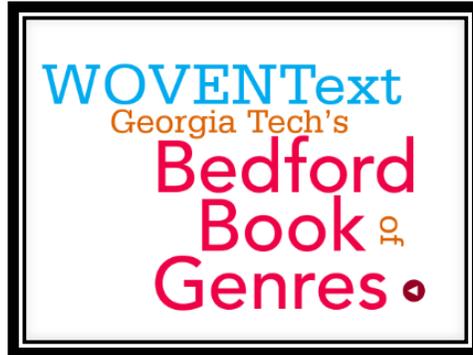
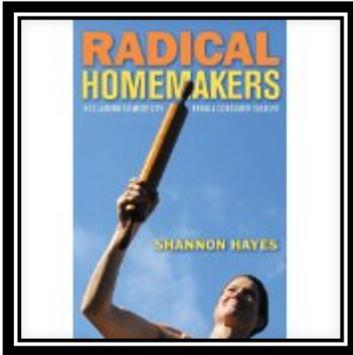
The assignments in this course are designed so you can practice multiple kinds of WOVEN communication while better understanding American domesticities. Many assignments will be adaptable to your individual interests.

Expected Student Outcomes

In addition to the course outcomes for all English 1101 courses listed in the Common Policies section on T-Square, this course includes the following outcomes:

- Improving multimodal communication skills
- Honing critical thinking skills
- Approaching all kinds of texts through a rhetorical lens
- Cultivating appreciation and respect for various interpretations of domesticity
- Better understanding our own relationship to domesticity

Required Materials



- *WOVENText* (Georgia Tech's textbook for first-year composition)
- *Thug Kitchen: The Official Cookbook: Eat Like You Give a F*ck* (2014). Rodale Books. ISBN: 9781623363581. Hardcover.
- Shannon Hayes. *Radical Homemakers: Reclaiming Domesticity From a Consumer Culture* (2010). Left to Write Press. ISBN: 9780979439117. Paperback.
- Other readings will be available on T-Square and online

You can find our course textbooks at the GA Tech Bookstore, which is located at 48 5th Street, NW (at the corners of Spring Street and 5th Street)

Required Equipment and Software

- Laptop
 - You must bring this to class every day
- Google Drive, OneDrive, or Dropbox
 - Back up all course work in a reliable cloud service that can be accessed from any computer
- Reliable internet connection
 - The majority of our course will involve digital readings and assignments
 - This is necessary to access Twitter, the course blog, T-Square, GA Tech email, Pinterest, and other key course websites
- Office Suite capable of producing files in .doc / .docx, .ppt / .pptx, and .pdf formats
 - I will not accept files that are not in the correct format
- Pens and paper
 - For in-class drafting activities, quizzes, etc.
- The ability to print in both black and white and color

Summary of Major Assignments

- **Reading Quizzes and In-Class Work:** I will occasionally begin class with quizzes about the content of the day's reading. Some in-class writing assignments be graded.
- **Blog Posts:** You will write blog posts about a variety of topics over the course of the semester. Your blog posts must be analytical in nature and demonstrate critical thinking. Some of these posts will be brief writing or reflective assignments with a set topic, while others will be open-ended assignments designed to promote class discussion.
 - I will provide guidelines for each post, as well as explain grading rules per post.
 - Not all posts will be in a written form – some will be videos or images.
 - Blog posts should be posted **by 9 AM** the day of class (to provide others time to comment)
- **Blog Comments:** Every time a blog post is due, you must post a comment about a classmate's work. You can raise questions about your classmate's post, or build on a point that he or she made. You should not evaluate whether a classmate's post is "good" or "bad" – the purpose of these comments is to explore issues raised in one another's work.
 - Blog comments will be due **by the beginning of class** on the days that blog posts are due.
- **Twitter Questions:** You will post questions about the readings and assignments throughout the semester to Twitter using the hashtag #domestic1101. We will use these questions to guide class discussion, so these questions should ideally be open-ended or deal with issues that you think require further clarification. You must tweet **by 9 AM** the day of class (to give me time to review them).
 - **Twitter Groups:** Each student will be assigned to one of four groups, which determine when your Twitter questions are due. You may choose to post additional questions on Twitter at any time. Your Twitter group will also determine when your manifesto presentation is due.
- **Accurate Ad and Reflection:** In our unit on domestic "stuff," you will produce an accurate "ad" and artist statement about this advertisement. You will be creating a digital collage of existing ad material in order to resituate the product through a critical social lens. Prior to this assignment, you will write an ad analysis and product review of the product you plan to "advertise," so as to better familiarize yourself with its public image and purpose.
- **Cooking Blog:** Throughout our unit on cooking, you will produce various elements of your own cooking blog including a Pinterest collection of recipes, your philosophy of food and cooking, and a self-designed blog that is independent from the shared course blog. You must provide citations for your recipe and photo sources. You will also have to be prepared to address how you would transform your blog into the form of a cookbook and clarify what audience your cookbook would appeal to and why.
- **Domestic Manifesto and Presentation:** In our final unit, you will produce a multimodal manifesto that challenges us to think about domesticity through the lens of a particular cause relating to gender, identity politics, ecology, or some pertinent combination of these causes. This cause will extend from the philosophy that you wrote in your cooking blog assignment. You should write a manifesto that stems from your own personally held beliefs, which you will support with research. You will produce a multimodal manifesto supporting your view and an in-class presentation explaining the rationale behind your domestic philosophy.
- **Final Portfolio:** In lieu of a final exam, this final portfolio will collect examples of your work throughout the semester in draft and final form, and also include essays explaining your rhetorical choices and use of modes in these projects. This portfolio is required for all students in ENGL 1101 and 1102 courses.

Grade Distribution

- Participation (including quizzes and in-class work): 10%
- Blog Posts: 20% total (includes the Common First week video; see assignment sheets for how individual posts are weighted)
- Blog Comments: 5%
- Twitter Questions: 5%
- Accurate Ad: 10%
- Cooking Blog: 15%
- Domestic Manifesto: 20%
- Final Reflective Portfolio: 15%

Assignment Requirements

While every assignment in this course is unique, they also share common emphases: rhetorical argumentation, analytical thinking, and WOVEN communication.

- Due dates for assignments are in the course calendar, and I will provide more detailed assignment descriptions throughout the semester. It is your responsibility to be aware of these requirements, which will always be available to you via our course websites.
- Should you have any questions, concerns, or issues about an assignment, you **must** speak with me **before** the assignment is due.
- Maintain copies of all assignments that you submit, **even after you have received a grade**. Do **not** save over draft copies, as these will be important in your final portfolio and for revision. Keep all files until at least you have received your final course grade.
- Always back up your assignments in the cloud and preferably also with a second method such as a flash drive. I also recommend saving into a Word file anything that you plan on posting on the class website.
- Any file submitted electronically must have a file name that follows the “Last Name”, “Assignment Name” format, e.g., Krafft, Accurate Ad.
- Ensure that all of your assignments, from Twitter questions to manifestos, are free of grammatical, syntactic, and mechanical errors.
- If you quote or paraphrase someone else’s material, please use MLA parenthetical citations as well as a works cited list. Not citing outside sources counts as plagiarism. If you need help with MLA style, please refer to the OWL Purdue website, (<http://owl.english.purdue.edu/owl/resource/747/01/>).

T-Square, Course Website, and Twitter

You can find your grades, the course calendar, syllabus, and other pertinent course information on T-Square. I may ask you submit some assignments on T-Square as well, but the majority of your work will circulate on the blog.

You will write blog posts for our course website, <http://blogs.iac.gatech.edu/domesticity1101>. We will also use this website for in-class writing activities and digitally sharing work amongst the class when appropriate.

You will post questions and comments throughout the semester to Twitter using #domestic1101. I may post relevant announcements or reminders to Twitter periodically, though I will send out emails for longer announcements. I have posted widgets for both our course hashtag and my own Twitter feed onto the course website. You should follow me on Twitter (@KrafftPhd) and also follow the accounts of your fellow classmates.

WOVEN Communication

The primary goal of this class is to improve your communication competence. As you produce texts in all modalities, consider rhetorical factors such as purpose, audience, design, and genre conventions. Additionally, strive to develop a personal style that characterizes your written and non-written artifacts so that you not only inform and persuade your readers, but also entertain them. In this course, expect to work largely on these things, remembering that these modes work together, not separately:

- **Written communication:** You need to write well, so this semester, you'll work on:
 - Language conventions
 - Coherent and logical argumentation
 - Citation practices
- **Oral communication:** You need to speak well, so this semester, you'll work on:
 - Developing oral fluency
 - Participating appropriately in one-on-one and group discussions
 - Preparing informal and formal spoken presentations
- **Visual communication:** You need to design well, so this semester, you'll work on:
 - Learning how images can convey meaning
 - Effective layout practices involving text and visual aids
 - Producing videos and illustrations that achieve a rhetorical purpose
- **Electronic communication:** You need to use software well, so this semester, you'll work on:
 - Learning how to use potentially unfamiliar applications
 - Learning new practices for familiar applications
 - Considering the rhetorical functions of various forms of electronic media
- **Nonverbal communication:** You need to use nonverbal communication well, so this semester you'll work on:
 - Engaging with audience through eye contact
 - Conveying confidence and enthusiasm through posture
 - Timing visual aids carefully to avoid the need for unnecessary pauses

Late Assignments and Extensions

Individual assignments will be penalized for lateness in distinct ways, as per the assignment descriptions. As a general rule, avoid submitting late work, as many assignments relate to particular readings or units in the course.

However, late work with a penalty is better than submitting no work at all, which will always result in a grade of zero. Many assignments involve multiple component parts and missing one component will negatively impact your progress with the assignment as a whole.

You can receive **1 assignment extension** if you follow these steps:

- 1) Contact me **at least 72 hours before** the assignment is due through an email in which you explain the reason for the delay and
- 2) Propose in this email a reasonable extension (1 week at most past the due date), which you **MUST** then keep. I will not accept your assignment past this agreed-upon date, unless you can document extraordinary circumstances (e.g. hospitalization).

Oral presentations are excluded from receiving extensions, as are final portfolios. You may only receive an extension for *part* of a larger assignment (e.g. philosophy portion of cooking blog) or for an individual blog post.

Technology failure is not an excuse for a late assignment. If WordPress or T-Square are not functioning properly when you attempt to submit a paper, you can always send me an email attachment and a screenshot or email confirming the system error. If this occurs, you must go back and post your assignment to the proper website once it is working again.

Missing and Missed Assignments

Except for absences officially exempted by the Institute or exceptional and unanticipated situations, I do not allow students to make up missed quizzes, presentations, or in-class assignments. Missing in-class work is counted as a “zero”.

Revisions of Assignments

In this class, you will have an opportunity to revise some of your work. When you revise, do not assume that I have noted every error on your documents, so revise carefully and thoroughly.

In this class, you may choose to revise **2 blog posts**. In order to be allowed any revision, you *must* arrange a face-to-face or digital conference no later than one week after the graded artifact is returned. You must pass in the initial revision within a week after the conference. I will **not** accept revised assignments after the revision deadline, so plan carefully. The revised assignment will receive an entirely new grade (not an average of the old and new grade).

Some assignments may receive “R” as a grade. “R” indicates that you are **required** to revise the assignment or a section of the assignment according to the guidelines, or you will receive a penalty.

Office Hours and Appointments

My office hours are held in Skiles 309 on Mondays from 5:00-6:00 PM and Wednesdays from 1:00-1:55 PM, other times by appointment. Please note that my scheduled office hours are first come, first serve. If I have to cancel my office hours for any reason, I will notify the class via email and / or T-Square and post a sign to my office if possible.

If you need to schedule an appointment outside of my regular office hours, please provide me with **at least 24 hours** of notice. For those of you who need to schedule appointments, Mondays, Wednesdays, and Fridays are always best for me (and Skype meetings are also a possibility).

Emailing Me and Your Classmates

Since this is a writing and communication course, please make sure that all your emails to me and your fellow classmates reflect proper spelling and etiquette. Make sure that you mention ENGL 1101 in your subject line, and please include proper salutations and a signature with your name. Please also address myself and your classmates in a respectful and considerate fashion.

I check my email frequently, but be mindful that it can take me up to 24 hours to reply, potentially longer during weekends or holidays. Please note that I may not respond to emails sent after midnight.

I encourage you to email me if you have questions that cannot be answered by the syllabus or an assignment description. However, if you want to discuss paper drafts or assignment feedback, office hours will probably work better than email communications.

Absences, Lateness, and Leaving Early

Because of the participatory nature of this course, attendance is crucial. As per the Writing and Communication Program common policies, you may miss **4 classes** over the course of the semester without penalty to your grade (aside from missed in-class work). Absences that are officially exempted by the Institute will not count against your total, but exemptions are difficult to get. Each absence past 4 results in the deduction of 1/3 of a letter grade from your final grade. Students who miss **8 classes** will automatically fail the course.

I begin class on time (always 5 minutes after the hour). If you are late, this will count as a partial absence. Likewise, you may not leave class early, as this will also result in a partial absence. If you are more than 10 minutes late, I will mark you as absent. If you are frequently late to class, this will also negatively affect your participation grade.

You cannot make up for absences by attending another section meeting of this course.

Electronic Devices – Cell Phones, Laptops, iPads, Etc.

Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket – if I see you texting or surfing the web, I may ask you to leave the classroom, resulting in an absence. Please do not use cell phones to access course readings.

When we are working with computers, please use them for course purposes only (to access course readings, view the class website, etc.). Checking Facebook, web surfing, and doing work for other classes are examples of behavior that may result in dismissal from class or deductions from your participation grade.

Common Policies

Georgia Tech's Writing and Communication Program has common, program-wide policies regarding these areas:

1. Georgia Tech Gender Education Outcomes For English 1101 and English 1102
2. Learning Outcomes for English 1101 and English 1102
3. Evaluation Equivalencies
4. Evaluation Rubric
5. Course Completion
6. Attendance
7. Dean of Students and Counseling Center
8. Participation in Class
9. Non-Discrimination
10. Communication Center
11. Accommodations
12. Academic Misconduct
13. Syllabus Modifications
14. Dead Week for English 1101 / English 1102
15. Multimodal Reflection Portfolio and Mahara

You can access these common Writing and Communication Program policies at <http://blogs.iac.gatech.edu/wcppolicies/engl-1101-and-1102-common-policies-fall-2015/>. You are required to acknowledge that you have read, understood, and intend to comply with these policies.

Course Calendar

- Reading and writing assignments are listed on the date they are due
- Blank spaces mean that we are continuing a discussion or focusing on an activity
- Blog posts and tweets are due **by 9 AM**

Color Coding Key

Blog post and comment due
Draft or portion of major assignment due
Final version of major assignment due
No class

Introduction and Common First Week

Week	Day	Date	Reading	Activity or Discussion Topic	Assignment Due
1	M	8/17	Welcome to the class Recommended reading: <i>WOVEN</i> , Ch. 1 (pg. 2-32)	Course introduction, syllabus review	
	W	8/19	<i>Garbology</i> , Introduction (pg. 1-16) and Chapter 7 (pg. 145-157)	Syllabus Q&A, discuss <i>Garbology</i>	Signed syllabus form Sign up for Twitter and the class website
	F	8/21	Recommended reading: <i>WOVEN</i> , Ch. 2 (pg. 33-42), Ch. 3 section c. (pg. 50-64), and Chapter 14 section i. (pg. 441-443)	Thinking about rhetorical purpose Draft video scripts	
2	M	8/24	<i>WOVEN</i> , Chapter 13, section g. (pg. 321-322) Recommended: <i>WOVEN</i> , Chapter 3 section g. (pg. 77-80)	Reflect on video assignment, introduction to class Twitter; from garbage to domesticity	<i>Garbology</i> response video (on blog), with personal introduction AND Blog comment

Defining Domesticity: Magazines, Domestic Websites, and Gendered Assumptions

	W	8/26	<i>WOVEN</i> , Ch. 4 and Ch. 5 (pg. 82-128) Selections from http://godeysladysbook.com	The rhetorical situation, genre, and design – lecture and examination of early domestic magazines	Twitter, Group 1
	F	8/28	Selections from <i>Life</i> magazine (on Google books)	Rhetoric and magazines, continued	Twitter, Group 2
3	M	8/31	Ch. 14 of <i>WOVEN</i> , sections on the rhetorical situation and genre convention (pg. 323-336) Selections from www.goodhousekeeping.com/	Domestic websites as informative genres	Twitter, Group 3
	W	9/2	Selections from www.esquire.com	Male domestic publications	Twitter, Group 4

			Recommended: Selections from <i>Playboys in Paradise</i>		
	F	9/4	<i>WOVEN</i> , Ch. 7, part b (pg. 145-151)	Reflection activity About final portfolios and Mahara	Rhetorical analysis blog post AND blog comment
4	M	9/7	NO CLASS: Labor Day		
	W	9/9	<i>WOVEN</i> , Ch. 15, sections on rhetorical situation and genre convention (pg. 444-455) and Ch. 15 section b. on editorials / opinion (pg. 466-479) Op ed examples: http://www.latimes.com/opinion/op-ed/la-oe-0512-marcotte-housework-men-20150512-story.html and http://www.nytimes.com/roomfordebate/2014/09/09/wages-for-housework/taking-unpaid-housework-for-granted-is-wrong	The op-ed as a genre In-class analysis	Twitter, Group 1
	F	9/11		Reflection Discuss class op-eds and how we define domesticity and its issues	Op-ed blog post AND blog comment

The Stuff of Domesticity: Household Products and Consumption

5	M	9/14	<i>WOVEN</i> , Ch. 15, section a. (pg. 456-465)	Advertisements and domestic definitions	Twitter, Group 2
	W	9/16		In class ad-analysis activity Brainstorming for analysis blog post	Post ad image you want to analyze to class blog
	F	9/18	Gloria Steinem, "Sex, Lies, and Advertising"	Considering the cultural influence of ads	Ad analysis blog post AND blog comment
6	M	9/21	Swiffer Sweeper Vac: Amazon product reviews and blogger reviews on http://afewshortcuts.com/2010/04/review-giveaway-swiffer-sweeper-vac/ , http://tidymom.net/2010/swiffer-sweeper-vac-review-giveaway/ , http://cleanmyspace.com/swiffer-sweeper-vac-review/	Product reviews and the power of the consumer Purchase page vs. blog review	Twitter, Group 3

	W	9/23		In-class revision of review posts and reflection on product review genre	Product review blog post AND blog comment
	F	9/25	<i>WOVEN</i> , Chapter 15, section f. (pg. 517-533) Selections from https://www.adbusters.org/spoofads	Adbusting and image editing tutorial	Twitter, Group 4
7	M	9/28	<i>WOVEN</i> , Chapter 15, section e. (pg. 503-516) Kalle Lasn, selections from <i>Culture Jam</i>	Considering artistic intent and the artist's statement	Twitter, Group 1
	W	9/30		Peer review of ad draft and statement	Draft of accurate ad and reflection
	F	10/2		Informal presentations of accurate ads	Accurate ad and reflection

Cooking and Eating: Food as a Domestic Activity

8	M	10/5	<i>WOVEN</i> , Chapter 15, section d. (pg. 499-502) thugkitchen.com http://civileats.com/2014/10/06/recipes-to-swear-by-thug-kitchen-founders-want-you-to-eat-your-goddamn-veggies/ Note: Please be aware that this publication includes strong language	Blogs as a genre Cooking bloggers and identity politics Introduction to cooking blog assignment	Twitter, Group 2 Start pinning recipes after class today
	W	10/7	<i>Thug Kitchen</i> , pages TBA	From blog to cookbook – genre and layout	Twitter, Group 3 Continue pinning recipes
	F	10/9	<i>Thug Kitchen</i> , pages TBA	In-class brainstorming for blog proposal	Reflective blog post about your pinned recipes so far AND blog comment
9	M	10/12	NO CLASS: Fall Break		
	W	10/14	http://fitmencook.com and http://thepioneerwoman.com/about/	Philosophies of food	Twitter, Group 4
	F	10/16	<i>WOVEN</i> , Ch. 19 and 20 (pg. 713-796)	On using sources for your blog Peer review of drafted cooking philosophies	Draft of cooking philosophy

	M	10/19	<i>WOVEN</i> , Ch. 21 (pg. 797-820)	Thoughts on revision and blog workshop	Blog draft
	W	10/21	http://www.davidlebovitz.com/2007/07/writing-your-ow/ http://www.thecreativeconnectionevent.com/event/pitch-slams/pitch-to-become-a-cookbook-author/	Considering the cookbook pitch element, review of Thug Kitchen blog vs. cookbook	
	F	10/23		Reflection on class blogs and our personal food philosophies	Final and complete cooking blogs

New Domestic Manifestos: Changing The Way We Think About Home

11	M	10/26	<i>Radical Homemakers</i> , pages TBA	Introduction to manifesto genre and assignment About Hayes's model of domesticity	Twitter, Group 1
	W	10/28	<i>Radical Homemakers</i> , pages TBA		Twitter, Group 2
	F	10/30	<i>Radical Homemakers</i> , pages TBA	Hayes and memoir elements	Twitter, Group 3
12	M	11/2	<i>Radical Homemakers</i> , pages TBA	Hayes and research / support	Twitter, Group 4
	W	11/4	<i>Radical Homemakers</i> , pages TBA		Twitter, Group 1
	F	11/6	<i>Radical Homemakers</i> , pages TBA	Conclude discussion of Hayes and peer review of proposals	Twitter, Group 2 AND Proposal for manifesto
13	M	11/9	<i>WOVEN</i> , Ch. 10, 11, 12 (pg. 198-240) and Chapter 15, section i. (pg. 549-568)	About presentation as a genre and guided tutorial of presentation software	Twitter, Group 3
	W	11/11	TED talks, topics TBA	TED talks as examples of powerful presentation	Twitter, Group 4
	F	11/13		Peer review and presentation workshop	Draft of presentation / progress on manifesto

14	M	11/16		Presentation day	Final versions of presentation recordings due for EVERYONE AND Manifesto presentations, group 1
	W	11/18		Presentation day	Manifesto presentations, group 2
	F	11/20		Presentation day	Manifesto presentations, group 3
15	M	11/23			Manifesto presentations, group 4 AND Final version of manifesto due for EVERYONE (extra-credit hard copies due today)
	W	11/25	NO CLASS: Thanksgiving Break		
	F	11/27	NO CLASS: Thanksgiving Break		

Final Portfolio Workshops

16	M	11/30		Final portfolio workshop	Bring files of all class work and laptop
	W	12/2		Final portfolio workshop	Bring files of all class work and laptop
	F	12/4		Final portfolio workshop and final class meeting Concluding thoughts	Bring files of all class work and laptop

Final Portfolios Due (Date and Time Depends on Your Section)

17					
	W	12/9			Section L1: Portfolios Due Between 11:30 AM and 2:20 PM Section E2: Portfolios Due Between 2:50 PM and 5:40 PM
	F	12/11			Section G1: Portfolios Due Between 11:30 AM and 2:20 PM

Statement of Understanding

Please read, sign, and return this statement to Dr. Krafft by Wednesday, 8/19.

I affirm that I have read the entire syllabus and Common Policies for English 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, Andrea Krafft, 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 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