ENGL 1102: EVOLUTIONS
HP1: TR, 9:30-10:45 AM, Hall 103

"The beauty of a living thing is not the atoms that go into it, but the way those atoms are put together." – Carl Sagan, 1990

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Spring 2018 Office Hours: TR, 12:00 PM-1:15 PM, and by appointment
Course website: http://blogs.iac.gatech.edu/evolutions1102

Course Description

Every ENGL 1102 course at Georgia Tech addresses rhetorical principles and emphasizes how communication is multimodal or WOVEN (written, oral, visual, electronic, and nonverbal). This course continues the goals of ENGL 1101 while emphasizing research and analysis. While all ENGL 1102 courses share the same basic outcomes, instructors approach the course through distinct themes based on their own research interests.

Our section of ENGL 1102 will examine evolution as it relates to the changing face of humanity, our responsibilities as creators, and the development of other forms of life that we might identify as alien, monstrous, or weird. We will think about how our own bodies evolve (or devolve) as we merge with machines, animals, or extraterrestrials, resulting in cyborgs, speciation, and posthuman entities. By studying films like *Alien* and the work of authors such as Terry Bisson and Octavia Butler, we will reflect on the implications that emergent beings have for anthropocentrism and the concept of normalcy. Furthermore, we will consider how advances in biotechnology, genetic engineering, artificial intelligence, and other fields might bring to life new and formerly impossible creatures. We will not only explore multiple evolutionary pathways through science fiction and contemporary technoscientific inquiry but also articulate researched and thoughtful arguments through multimodal (or WOVEN) projects.

Syllabus Shortcuts

Approach to the Course

The way we will spend time in class will vary. Most 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**
- **Lectures**, by the instructor

Participation, Preparedness, and Ethical Behavior

Because our class will be discussion-based, you should participate by:
- **Asking** thoughtful questions that extend classroom discussion
- **Listening** carefully to other participants
- **Responding** to the contributions of your classmates
- **Contributing** to small group activities

I recommend preparing for class discussions by:
- **Writing** potential comments and questions ahead of time
- **Bringing** assigned readings to class (so you can refer to them during discussion or activities)
- **Scheduling** your time carefully so that you can complete readings and assignments

Please do not hesitate to speak up, as the classroom functions best as a collaborative space. Remember not to dominate the conversation, but to include as many voices as possible to ensure a meaningful discussion. While I encourage open discussions, I expect all students to act in a respectful and civil manner. Always be mindful of how your comments may relate to another person's beliefs and identity.

Absences, Lateness, and Leaving Early

As per the Writing and Communication Program Common Policies, you may miss **3 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. Only the Dean of Students (for illness and emergencies) and the Office of the Registrar (for sports, field trips for other classes, and other relevant events) can excuse absences.

Each absence past 3 results in the deduction of 1/3 of a letter grade from your final grade. Students who miss **6 classes** will automatically fail the course.

I begin class on time and I consider you to be late if you come in when class has started. I will permit you to be late (or to leave class early for an appropriate reason) up to **3 times** without penalty (with the exception of missing a quiz). Every time you are late **past the first 3 times, I will dock your participation grade an increasing percentage value** (1% for 4th lateness, 2% for 5th lateness, and so on). If you are late, please check in with me after class to ensure that I marked you on my roll sheet. Being **more than 10 minutes late** counts as an absence.

Expected Student Outcomes

In addition to the course outcomes for all English 1102 courses listed in the Common Policies, this course includes the following outcomes:

- **Analyzing** all kinds of texts through a rhetorical lens (that is, understanding the relationship between writer / designer, audience, context, and argument)
- **Producing** arguments that demonstrate awareness of the rhetorical situation, organization, conventions in grammar and mechanics, and the thoughtful integration and attribution of outside sources
- **Improving** multimodal communication skills and understanding the different affordances of writing, visual design, electronic media, and oral / nonverbal forms
- **Understanding** that communication is a process that involves drafting, revision, editing, and reflection
- **Collaborating** in a way that balances individual skills and knowledge with collective responsibilities and expectations
- **Honing** critical thinking skills by exploring the ethical and technological impact of emergent beings, human and otherwise

WOVEN Communication
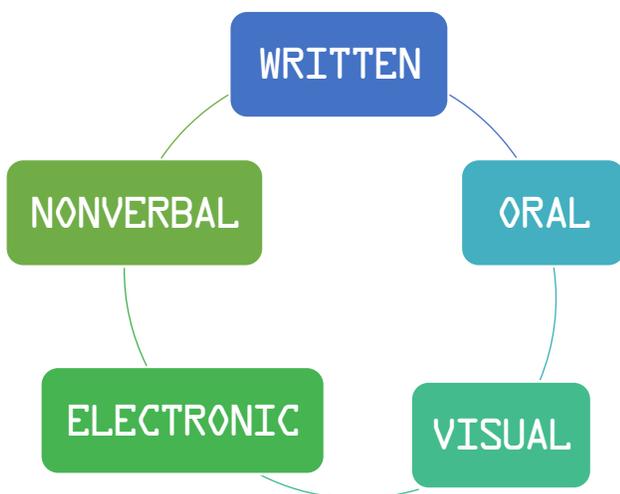
The primary goal of this class is to improve your communication. As you produce texts in all modalities, consider rhetorical factors such as purpose, audience, design, and genre conventions. Additionally, strive to develop a personal style that characterizes your artifacts so that you not only inform 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, and citation practices.
- **Oral communication:** You need to speak well, so this semester you'll work on participating during class and group discussions and preparing formal presentations.
- **Visual communication:** You need to design well, so this semester you'll work on effective layout practices involving text and visual aids and 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 not only new practices for familiar applications but also how to use potentially unfamiliar digital tools.
- **Nonverbal communication:** You need to use nonverbal communication well, so this semester you'll work on engaging with your audience through eye contact, gestures, posture, vocal modulation, and sound.

Required Materials
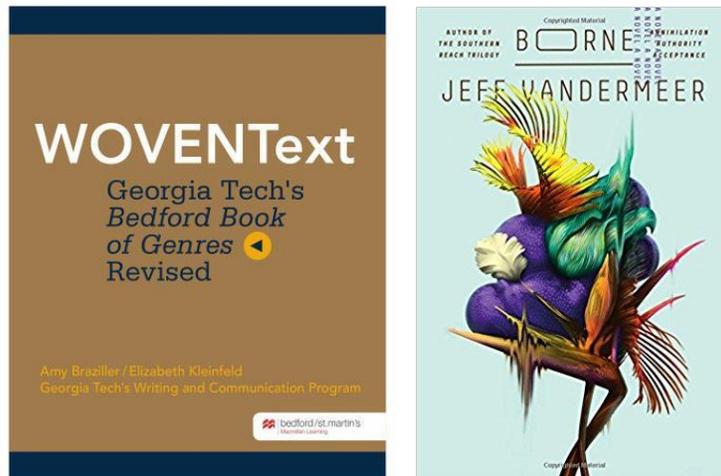
- *WOVENText* (Georgia Tech's textbook for first-year composition, accessible via Red Shelf)
- Jeff Vandermeer. *Borne* (2017). MCD. ISBN: 9780374115241. Hardcover.
- Other readings and screenings will be available on Canvas

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 (or Tablet)
  - You must bring this to class every day and use it for course purposes only.
  - Remember that the library checks out laptops and a variety of devices. See http://libguides.gatech.edu/gadgets/macbooks for more information.
- Smartphone (if you have one)
  - Not a replacement for a laptop or tablet, but useful for certain class activities.
  - Please silence this during class time.
- Google Drive, OneDrive, or Dropbox (or a cloud service that's accessible from any computer)
  - Back up all course work!
- Reliable internet connection
  - Much of our course will involve digital readings and assignments.
  - This is necessary to access *WOVENText*, the course blog, Canvas, Piazza, GA Tech email, and other resources.
- 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.
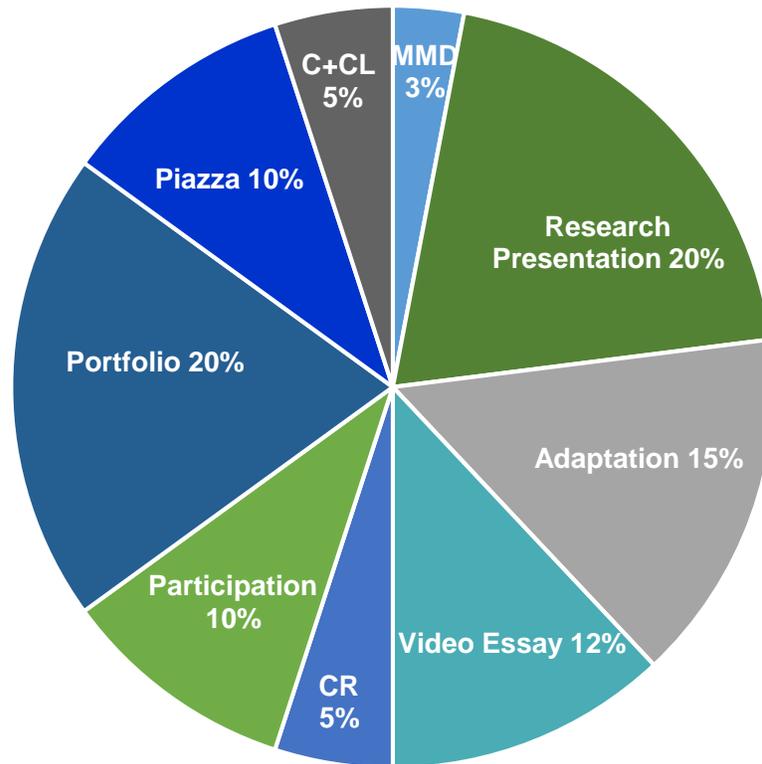- The ability to print in both black and white and color

Implanted RFID tags allow Amal Graafstra to keep his information "on hand"

Summary of Major Assignments

- **Reading Quizzes and In-Class Work:** I will occasionally begin class with quizzes or small writing activities about the content of the day's reading. Some of these assignments will factor into your participation grade in the course.
- **Participation:** Throughout the semester, I will ask you to reflect on the quality of your participation in this class. You will keep a log of your participation, which you will turn in periodically throughout the semester.
- **Piazza:** In order to guide class discussion, you will post brief thoughts or open-ended questions on Piazza responding to readings or relevant topics. You should post at least 3 times a week (ideally more), and 1 of these 3 posts should directly respond to another student's post.
- **Multimodal Diagnostic:** Your first assignment in this course will be a short video. This project has three purposes: You will provide a personal introduction, anticipate challenges you might face this semester, and demonstrate your current comfort level with multimodal design.
- **Context + Class Lead:** On an assigned date, you will be responsible for not only the required reading but also for providing relevant background information about the reading and its historical and scientific context. You will design a brief blog entry about the context, drawing on outside sources. In addition, you will be responsible for kicking off the day's class with a brief presentation in which you explain your context and how it illuminates the day's assigned reading. You will then moderate the day's discussion (sometimes sharing this duty with a classmate if there are two C+CLs that day).
- **Close Reading:** During the fourth week of class, you will compose a brief close reading in which you analyze the purpose, audience, and central message of a passage from one of the short stories that we will discuss as a class.
- **Video Essay:** After you complete your close reading, you will visit the GA Tech library archives in order to locate, scan, and analyze vintage science fiction magazine cover art. The cover illustrations that you select should visually represent similar themes, concerns, and tropes from the story that you analyzed in your close reading. You will then produce a video essay in which you analyze the visual argument of the magazine covers, expand your argument about the short story, and tie in a contemporary pop cultural visual or cinematic example to make an argument about how these science fiction texts approach a particular scientific or social issue.
- **Adaptation (Group Project):** The *Alien* franchise has continually evolved not only into multiple films but also into video games, comics, toys, and other media. In small groups, you will produce your own addition to this franchise by adapting a character, scene, or other aspect of the *Alien* series. You must design your adaptation with a specific contemporary audience in mind as well as with a specific purpose or message. You can choose from a variety of adaptation styles, but you must accompany your adaptation with an artist's statement explaining why you chose the form that you did.
- **Research Presentation (Group Project):** As we read *Borne*, you will research contemporary and emerging developments relating to evolution. In groups, you will use scholarly sources to learn about topics such as genetics, biotechnology, the origin of life, astrobiology, etc. Each group will produce an annotated bibliography and present their findings to the class in a Pecha Kucha style presentation.
- **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 will also include a multimodal self-review about your communication skills over the course of the semester. This portfolio is required for all students in ENGL 1101 and 1102 courses.

Grade Distribution

Grade Distribution pie chart:
- MMD 3%
- Research Presentation 20%
- Adaptation 15%
- Video Essay 12%
- CR 5%
- Participation 10%
- Portfolio 20%
- Piazza 10%
- C+CL 5%

General Assignment Policies

- 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.
- Should you have any questions, concerns, or issues about an assignment, speak to me **before** the assignment is due so I can help you.
- 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 blog.
- Ensure that all of your assignments 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.

Content Warning

Evolution and its related issues often evokes graphic depictions of grotesque embodiment and physical violence. I hope that we can explore this content reflectively and analytically. If you have any questions or concerns about the course content, I encourage you to speak to me individually.

Late Assignments

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

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

If WordPress or Canvas are not functioning properly when you attempt to submit something, you can always send me an email attachment of the assignment and a screenshot or email confirming the system error.

Missing In-Class 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".

Revising Assignments

Writing is a process leading to multiple different possibilities, just as evolution leads to divergent species

You will have an opportunity to revise some of your work in this class. When you revise, focus on the substance of the project, not on superficial errors in grammar and mechanics. Please also note that, when I provide feedback, I will not mark every single error or issue in a project, so use your best judgment about what to revise and be careful and thorough.

You may choose to revise the multimodal diagnostic video, close reading, context blog portion of the context + class lead, or the video essay. In order to be allowed any revision, your original submission must meet minimum project requirements (such as word count and being on time). Then, you must send me an email or meet with me no later than 72 hours after I return the grade for the assignment. In the email or meeting, you must tell me what the most central issues with the initial assignment were (beyond the grade), what your plan for revision is, and a deadline for when you will submit the revised assignment (which can be no later than 1 week after the meeting and must occur prior to the last class meeting).

The revised assignment will receive an entirely new grade (not an average of the old and new grade). I do not guarantee a higher grade for revised work, but a revision cannot bring your grade down (unless you plagiarize the revised assignment).

How I Communicate With the Class

Like the Vacanti mouse's artificially-grown ear, I'm always ready to listen

I will always make the syllabus, assignment descriptions, relevant course readings, and other information available to you via Canvas. If you have trouble accessing any documents, you can always email me.

I will frequently (typically at the end of each class day) post announcements about readings and assignments on Canvas (you can change your settings so that you receive these announcements as emails).

I will return graded work on Canvas and will not discuss specific details of grades via email, though I am happy to do so during office hours.

If you are missing an assignment or I have other concerns, I will email your GA Tech email address through the Canvas system (so please check your inbox regularly).

Contacting 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. Mention ENGL 1102 in your subject line and include proper salutations and a signature with your name. Please also address me and your classmates in a respectful and considerate fashion.

I check my email frequently, but it can take me up to 24 hours to reply, potentially longer during weekends or holidays. Please note that I may not immediately respond to emails sent after 10 PM.

If you have a question about an assignment or reading that is not personal to you alone, you may want to use Piazza – your classmates might respond or be interested in my response.

I encourage you to email me if you have questions that cannot be answered by the syllabus or an assignment description. Given enough time, I can often look at a portion or an assignment (such as an introductory paragraph) to offer my assistance. However, if you want to discuss paper drafts or assignment feedback, office hours will probably work better than email communications.

Office Hours and Appointments

I hold my office hours in Hall 113 on Tuesdays and Thursdays from 12:00-1:15 and at other times by appointment. Please note that my office hours are first come, first serve. If I cancel office hours for any reason, I will notify the class electronically and will 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 via email. For those of you who need to schedule appointments, Tuesdays, Wednesdays, Thursdays, and Fridays are always best for me (and Skype meetings / Google Hangouts are also possible).

Universal Design for Learning

Following the principles of Universal Design for Learning (UDL), my goal is that our class will accommodate the needs of all learners. This class does not discriminate on the basis of race, color, age, religion, national original, sexual orientation, gender, marital status, disability, or status as a veteran. I hope that all students will join me in creating an inclusive environment where we can all engage and learn. Alternative viewpoints are welcome; however, they must be stated in a way that respects the personhood and value of all other human beings.

Georgia Tech's Office of Disability Services supports any student who has a documented, qualifying disability. Any student who may require an accommodation should provide me with a Faculty Accommodation Letter as soon as possible and arrange a meeting so that we can create a workable plan for your success in this course.

Plagiarism Policy

Many assignments in this course will involve research and you will learn proper citation and attribution techniques throughout the semester. Whenever you use another person's language, ideas, images, or other material (through summary, paraphrasing, or direct quotation), you must acknowledge the source through quotation marks, a citation, or other appropriate methods. If you do not acknowledge the source, you are guilty of plagiarism and will receive a zero for the assignment. In addition, I am required to report any incidents of plagiarism to the Office of Student Integrity.

To clarify, any of the following instances are plagiarism:
- Using someone else's ideas in your own words, without documenting the source
- Submitting a project created by someone else and claiming to be the author
- Reusing an assignment created in another course without the permission of both instructors (as every assignment in this course requires original / new work)
- Cutting, pasting, or modifying an image, sound clip, video, or other source without citing it.
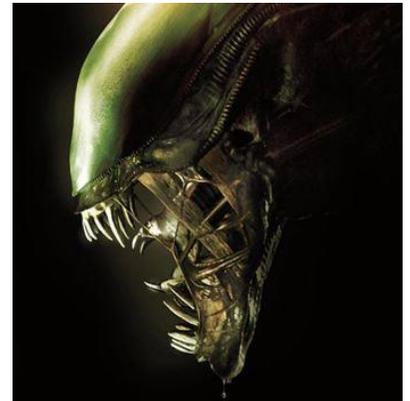
If you ever have any questions about proper citation techniques or feel tempted to plagiarize because of a lack of time, talk to me or the tutors in the Naugle CommLab (Clough 447).

Common Policies

Georgia Tech's Writing and Communication Program has common, program-wide policies, listed below and viewable at https://goo.gl/GGDKnw. You are responsible for reading, understanding, and intending to comply with these policies.

General Education and Learning Outcomes for English 1101 / 1102	Evaluation Equivalencies	Evaluation Rubric
Course Completion	Attendance	Required Textbook
Dean of Students and Counseling Center	Safety	Participation in Class
Non-Discrimination	Naugle CommLab	Accommodations
Academic Misconduct	Syllabus Modifications	Final Instructional Class Days and Reading Periods
Multimodal Reflection Portfolio and Mahara		

Course Calendar

- Reading and writing assignments are listed on the date they are due (by the start of class unless otherwise specified)
    - Piazza isn't on the schedule – please refer to its assignment description for deadlines
    - Remember that you should update your participation log throughout the semester, but I will officially collect it at 3 times
    - C+CL = Context + Class Lead. You only have to do one of these.
        - Some deadlines for this assignment are not in the calendar. See the C+CL assignment description.
- Readings / viewings that are not in the textbooks are available on Canvas
- *WT* = *WOVENText*
- Blank activity / discussion areas mean that we're continuing a topic from the previous day
- Minor parts of this syllabus may change to accommodate course needs throughout the semester

Introduction and Common First Week

Week	Day	Date	Reading	Activity or Topic	Assignment Due
1	T	1/9	Recommended: *WT*, Ch. 1 (2-28)	Course introduction and syllabus review / Q&A; About multimodal diagnostic assignment	
	Th	1/11	*WT*, Ch. 2 (35-44) and Ch. 7 (146-158) Recommended: *WT*, Ch. 3 (45-83) and Ch. 14 selection (439-441)	About multimodal composition; About Mahara, portfolio, and rubric; Brainstorming and workshopping	Signed syllabus form; Log in to the class blog and Piazza
2	T	1/16	*WT,* Ch. 3 (79-82) Reread *WT* Ch. 7 (151-152) Darko Suvin, "On the Poetics of the Science Fiction Genre" Carl Sagan, "One Voice in the Cosmic Fugue"	Reflect on multimodal diagnostic; About close reading; About context + class lead and topic sign-ups; Science-fictional thinking and evolution	Multimodal diagnostic Reflection due by 11:59 PM

Evolutionary Concepts and Close Reading

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	Th	1/18	Stanley Weinbaum, "A Martian Odyssey" Terry Bisson, "They're Made of Meat" *WT*, Ch. 4 (87-96)	Understanding the rhetorical situation; Alien evolution and carbon chauvinism	
3	T	1/23	Edmond Hamilton, "The Man Who Evolved" Greg Bear, "Blood Music"	Mutation and posthumanity	C+CL #1 and #2

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	Th	1/25	Vernor Vinge, "Bookworm, Run!" Mary Robinette Kowal, "Evil Robot Monkey"	Animals and uplift	C+CL#3 and #4
4	T	1/30	Octavia Butler, "Bloodchild" Neal Asher, "Strood"	Symbiosis and parasitism	C+CL #5 and #6
	Th	2/1		Peer review and workshopping	Close reading draft First participation log due by 11:59 PM
	Sa	2/3		Not a class meeting (final assignment deadline)	Final close reading due by 11:59 PM

Video Essay Tutorials and Workshops

Week	Day	Date	Reading	Activity or Topic	Assignment Due
5	T	2/6		Archive visit (meeting in library archives) – What is an archive? Locate magazine cover(s)	Complete CATME survey
	Th	2/8		Video editing tutorial (meeting in Homer Rice center)	
6	T	2/13		Peer review and workshopping	Video storyboard
	Th	2/15			Final video essay Reflection due by 11:59 PM

The *Alien* Franchise and Adaptation

Week	Day	Date	Reading	Activity or Topic	Assignment Due
7	T	2/20	*Alien*	About adaptation project	C+CL #7
	Th	2/22	*Aliens*		C+CL #8
8	T	2/27	*Alien 3*		C+CL #9
	Th	3/1	*Alien: Resurrection*		Adaptation proposal C+CL #10
9	T	3/6	*Prometheus*		C+CL #11

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	Th	3/8	*Alien: Covenant* *WT*, Ch. 15 selection (501-506, 514) and Ch. 18 selection (698-699)	Artist's statements and audiences	C+CL #12 Evidence of group meetings due by 11:59 PM Second participation log due by 11:59 PM
10	T	3/13		Peer review and group workshops	Draft of adaptation
	Th	3/15			Final adaptation Reflection due by 11:59 PM
11	T	3/20	**NO CLASS – Spring Break**		
	Th	3/22	**NO CLASS – Spring Break**		

Borne: Considering the Science in Science Fiction

Week	Day	Date	Reading	Activity or Topic	Assignment Due
12	T	3/27	*Borne*, beginning-pg. 69	About research presentation; topic sign-ups	C+CL #13
	Th	3/29	*Borne*, pg. 69-130 *WT*, selections from Ch. 17 (644-646, 651-657), Ch. 18 (663-665), and Ch. 19 (714-731)	Locating and organizing sources	Presentation outline C+CL #14
13	T	4/3	*Borne*, pg. 130-193 Recommended: Review Owl Purdue MLA website		C+CL #15 and #16
	Th	4/5	*Borne*, pg. 193-264 *WT*, Ch. 15 selections (547-551, 563, 565-566) Recommended: *WT*, Ch. 10, 11, and 12 (196-238); locate and watch a Pecha Kucha and Ted Talk of your choice	Best practices for presentations; peer review	Annotated bibliography C+CL #17
14	T	4/10	*Borne*, pg. 264-end		C+CL #18

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	Th	4/12		Peer review and group meetings	Rough rehearsal due by 11:59 PM
15	T	4/17		Presentation and feedback day	Pecha Kucha presentations Recordings, reflections, and team evaluation due by 11:59 PM

Final Portfolio Workshops

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	Th	4/19	Reread: *WT*, Ch. 7 selection (151-158)	Portfolio workshop	Portfolio progress document Final participation log due by 11:59 PM
16	T	4/24		Portfolio workshop and final class meeting Concluding thoughts	Self-review draft

Final Portfolios Due (date and time is based on final exam schedule)

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	Th	5/3			Final portfolio due by 2:20 PM

Statement of Understanding

Please read, sign, and return this statement to Dr. Krafft by Thursday, 1/11 (or the next class period after your first day in the course, if you add later).

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

_____
Print full name

_____
Legible signature

_____
Date

DIRECTIONS: Read carefully and check all that apply.
- ☐ I give my instructor, Andrea Krafft, permission to use copies of the work I do for this course, ENGL 1102, as examples in presentations and in print and electronic publications.
- ☐ I do not want my work used as examples in any situations.

If you give permission for your work to be used, please indicate how you want to be acknowledged:
- ☐ Please acknowledge me by my full name
- ☐ Please use my work, but do not acknowledge me by name.

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

_____
Print full name

_____
Legible signature

_____
Print permanent home address

_____
Print campus address

_____
Cell and home phones

_____
School and home email addresses

_____
Date