

**ENGL 1102: Future Food**  
**SF2: MTWR, 9:30-11:20 AM, Clough 125**



**Professor:** Dr. Andrea Krafft

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**Office:** Stephen C. Hall Building, Room 113

**Summer 2018 Office Hours:** MW, 11:30 AM-12:30 PM, and by appointment

Course website: <http://blogs.iac.gatech.edu/futurefood>

### **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. The theme of our section of ENGL 1102 is as follows.

From dial-a-meal pills in *The Jetsons* to the green milk that Luke Skywalker drinks in *Star Wars: The Last Jedi*, science fiction often envisions food in strange and alien forms. Yet, few texts explain the origins and production of their food, as farms, animals, and kitchens often fade into the backgrounds of large-scale technological empires. In our class, we will bring food out of the shadows, studying how it lies at the foundations of fictional worlds. Better understanding science-fictional food will help us to reflect on real-world issues relating to agriculture, the distribution of resources, and disparities between local individuals and global structures of power. Keeping in mind the iGniTe track of innovation, we will consider how fictional representations of the future of food might inspire economic, environmental, and social solutions that we can implement in our daily lives. We will explore these issues by reading and watching science fiction texts and by producing multimodal (or WOVEN) projects that contain researched and thoughtful arguments.

### **Syllabus Shortcuts**

[Course Approach and Policies](#) (2-3)

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## 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
- **Workshops**, including peer review, editing, guided tutorials, 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 **2 classes** over the course of the short summer session without penalty (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 religious observance, severe illness, and emergencies) and the Office of the Registrar (for sports, field trips for other classes, and other relevant events) can excuse absences.

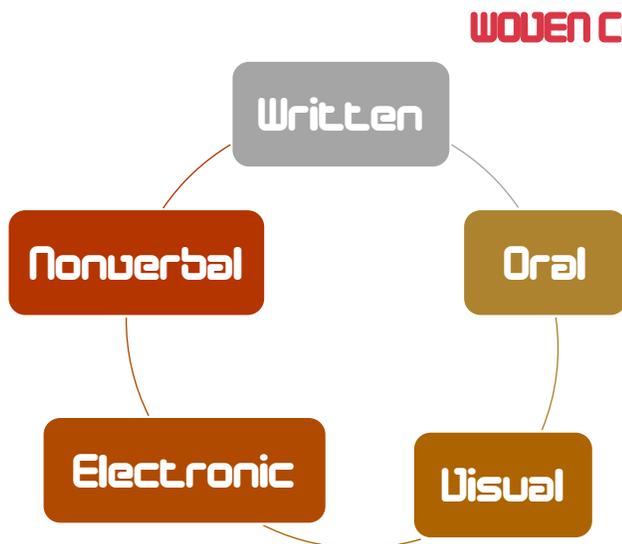
Each absence past 2 results in the deduction of 1/3 of a letter grade from your final grade. Students who miss **4 classes** will automatically fail the course.

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 4<sup>th</sup> lateness, 2% for 5<sup>th</sup> 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

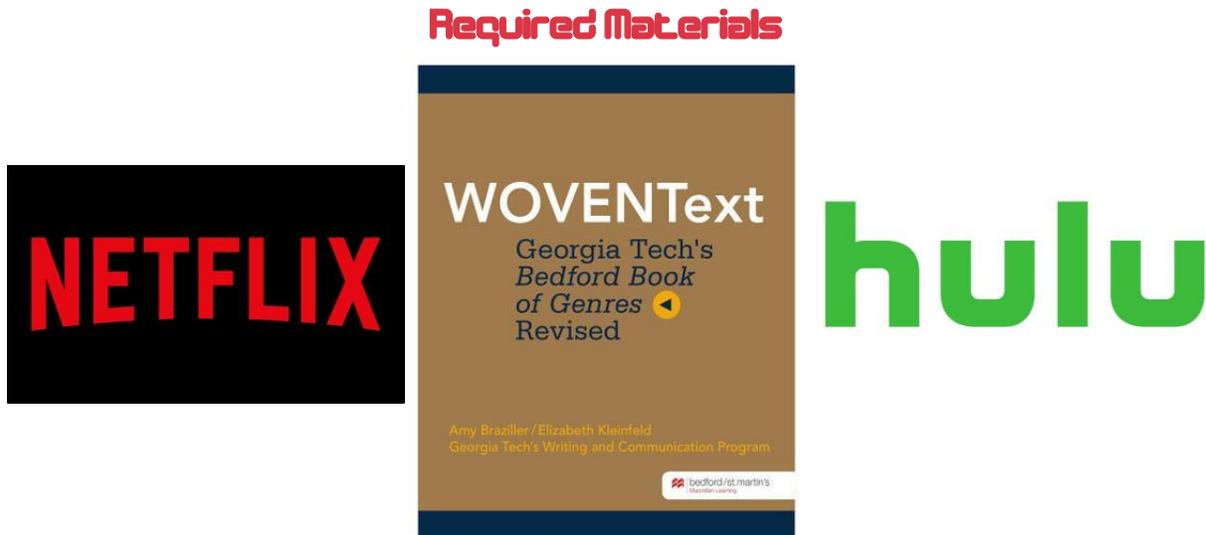
In addition to the course outcomes for all English 1102 courses listed in the Common Policies, this course includes the following outcomes:

- **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, technological, and social impact of future food



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.



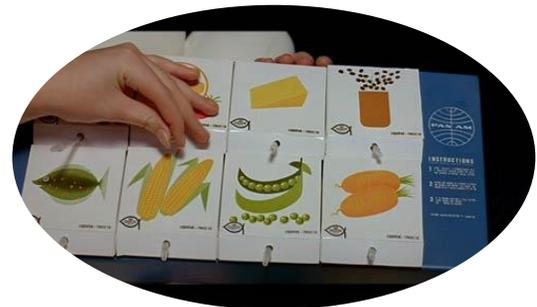
- *WOVENText* (Georgia Tech's textbook for first-year composition, accessible via Red Shelf)
- Access to Netflix
- Access to Hulu
- Other readings and screenings will be available on Canvas

You can purchase access to *WOVENText* by visiting the [GA Tech Bookstore](#), which is located at 48 5<sup>th</sup> Street, NW (at the corners of Spring Street and 5<sup>th</sup> Street).

We will use Netflix and Hulu for some required viewings that you must complete on your own. These services may also be useful for exploring science fiction in preparation for course projects. I recommend that you get free trials of these services or arrange viewings with one another.

### Required Equipment and Software

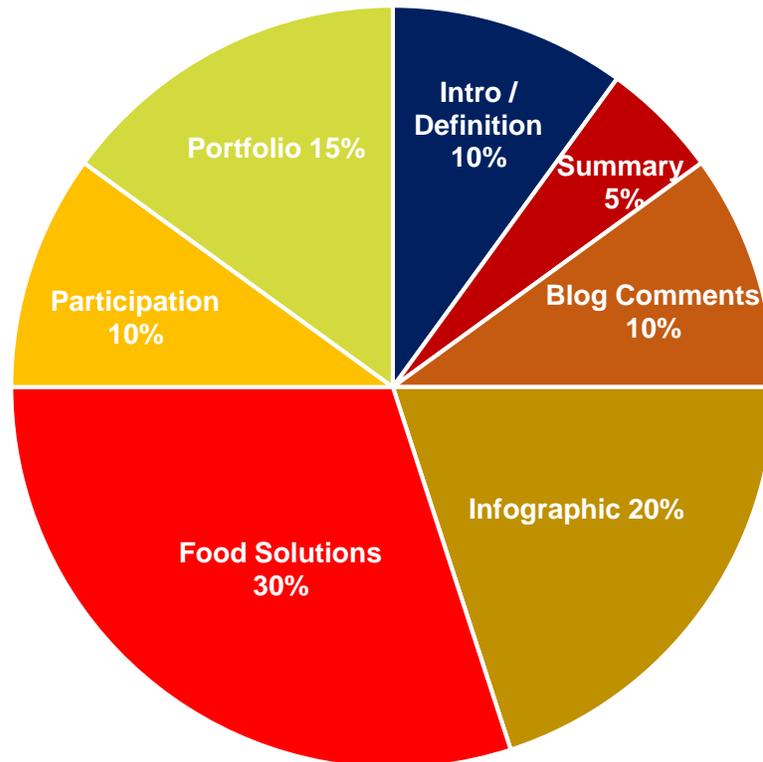
- Laptop (or Tablet)
  - You must bring this to class every day and use it for course purposes only.
  - The [library](#) checks out laptops and a variety of devices.
- Smartphone (if you have one)
  - Not a replacement for a laptop or tablet, but useful for certain class activities.
  - Please silence 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, GA Tech email, Netflix, Hulu, 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
- 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 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 course, I will ask you to reflect on the quality of your participation. You will keep a log of your participation, which you will turn in twice.
- **Blog Comments:** To support the work of your classmates and promote class discussion, you will post 10 blog comments throughout the course on specific dates. Each blog comment should be at least 100 words and offer feedback, advice, or constructive criticism that can help the original poster to expand on their work.
- **Introduction / Definition Video:** Your first assignment in this course will be a short video. This project has three purposes: You will provide a personal introduction, define science fiction as you understand it, and practice multimodal communication.
- **Class Summary Blog:** On an assigned date, you will be responsible for posting a summary about that class period's discussion, events, announcements, relevant images, homework, and other information that you consider to be important. These posts are primarily for your classmates and will provide a reference for important materials, deadlines, and topics of discussion.
- **Infographic:** You will practice your research skills by exploring a science-fictional food or drink in order to understand its origins, ingredients, cultural value, and potential counterparts in the real world. Because science fictional texts often do not provide in-universe explanations of cuisine, you will need to explore a variety of texts including primary sources (episodes, movies, or games) and secondary sources (articles, fan-produced wikis, encyclopedias). You will present your findings as an infographic, focusing on translating your information in a concise and accessible visual document. You will also compose an artist's statement to explain and justify the design choices of your infographic.
- **Food Solutions (Group Project):** When science fiction envisions the future of food, it often does so in dystopian terms that extend from contemporary problems. In groups, you will envision innovative solutions for food-based problems, using scholarly sources to learn about topics such as vat meat, terraforming, and robotic kitchens. Each group will develop a project proposal, annotated bibliography, and a physical prototype, model, or other creatively-produced object that you will present in a public-facing website and live product pitch. The goal of this project is to produce a solution that moves us away from science fiction and toward science fact.
- **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



## General Assignment Policies

- Due dates for assignments are in the course calendar, and I will provide 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 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](#).

## Late Assignments

Assignments will be penalized for lateness in distinct ways and specific lateness policies will be in the assignment descriptions. Try to avoid submitting late work, as many assignments relate to 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



You will have an opportunity to revise one of your individually-produced assignments 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 either the introduction / definition video, class summary blog, or the infographic. In order to be allowed any revision, your original submission must meet minimum project requirements (such as length, content, 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



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.

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.

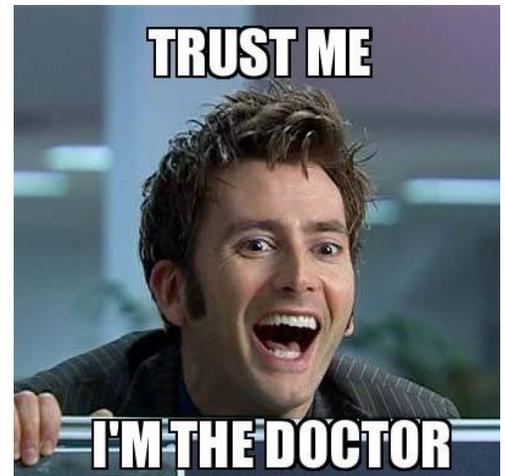
If you are missing an assignment or I have other concerns, I will email your GA Tech email address through the Canvas system (so please check your GA Tech and Canvas inboxes regularly).

## 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. Also, my correct title is Dr. or Professor Krafft.

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 the course blog – 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 Mondays and Wednesdays from 11:30-12:30 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, Mondays, Tuesdays, Wednesdays, and Thursdays are always best for me (and Skype meetings / Google Hangouts are also possible). I will be unavailable for in-person meetings after July 27.

## 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 origin, 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 should 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/TpKHA6>. 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

- Readings and assignments are listed on the date they are due (by the start of class unless otherwise specified)
- Readings / viewings that are not in *WOVENText* or on Netflix or Hulu are available on Canvas
  - *WT* = *WOVENText*
  - CSB = Class Summary Blog. You only have to do one of these.
  - BC = Blog Comments.
- 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

## Introductions and Definitions

Week	Day	Date	Reading	Activity or Topic	Assignment Due
1	W	6/20	Recommended: <i>WT</i> , Ch. 1 (2-28)	Course introduction and syllabus review / Q&A; About rhetoric and multimodal composition; About introduction / definition video; About class summary and date sign-ups	
	R	6/21	<i>WT</i> , Ch. 4 (84-96), Ch. 11 (214-226), Ch. 15 (563)  Darko Suvin, "On the Poetics of the Science Fiction Genre"  Istvan Csicsery-Ronay, "Introduction: Science Fiction and This Moment" (1-12 in PDF)  Recommended: <i>WT</i> , Ch. 2 (35-44)	Understanding science fiction as a genre; Thinking about video organization; Brainstorming for introduction / definition; Video editing workshop	Signed syllabus form; Log in to the class blog
2	M	6/25	<i>WT</i> , Ch. 3 (79-82), Ch. 7 (146-149)	Reflect on introduction / definition video; About infographic project and topic sign-ups; In-class screening	Introduction / Definition video  Reflection by 11:59 PM  2 BC by 11:59 PM  CSB #1 and reflection by 11:59 PM

## Infographics and Tracing the Sources of Food

	T	6/26	<i>WT</i> , Ch. 14 (355-358), Ch. 5 (125-130)	Best practices for visual design; exploring infographic software	CSB #2 and reflection by 11:59 PM
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Week	Day	Date	Reading	Activity or Topic	Assignment Due
	W	6/27	WT, Ch. 15 (501-506, 514), Ch. 17 (644-646, 651-657), Ch. 18 (698-699, 702-704), Ch. 20 (776-796)	Best practices for artist's statements and research; Mockup activity; CATME survey	CSB #3 and reflection by 11:59 PM
	R	6/28	WT, Ch. 9 (187-195), Ch. 21 (802-807)	Peer review and editing workshop	Infographic draft  2 BC by 11:59 PM
3	M	7/2	WT, Ch. 8 (165-175), Ch. 9 (179-182, 185-187)	Informal presentations of infographics and reflection; About food solutions project and topic sign-ups; Best practices for group work; Develop team contracts	Final infographic  Team contract by 11:20 AM  Reflection by 11:59 PM  2 BC by 11:59 PM  CSB #4 and reflection by 11:59 PM
	T	7/3	<b>NO CLASS</b>		
	W	7/4	<b>NO CLASS</b>		

### Food Problems and Solutions

	R	7/5	<i>Soylent Green</i>	Overcrowding and scarcity	Participation log by 11:59 PM  CSB #5 and reflection by 11:59 PM
4	M	7/9		Workshop on research methods and library resources, with Karen Viars; Group meetings to locate sources	CSB #6 and reflection by 11:59 PM
	T	7/10	Vina Jie-Min Prasad, "A Series of Steaks"  Isaac Asimov, "Good Taste"  WT, Ch. 9 (182-184), Ch. 18 (663-665)	Vat meat and artificially-grown food; Group workshop for annotated bibliographies / proposals	CSB #7 and reflection by 11:59 PM

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	W	7/11	<i>The Martian</i>	Terraforming and food in space	CSB #8 and reflection by 11:59 PM
	R	7/12	Paolo Bacigalupi, "The Calorie Man"	Biotechnology and corporate food; Peer review	Annotated bibliography and proposal  2 BC by 11:59 PM  CSB #9 and reflection by 11:59 PM
5	M	7/16	Carol Emshwiller, "Baby"  Ray Bradbury, "There Will Come Soft Rains"  <i>Futurama</i> , Se. 4 Ep. 11, "30 Percent Iron Chef" (on Hulu)	Robotic chefs and automated kitchens; Best practices for website design, with software tutorial	CSB #10 and reflection by 11:59 PM
	T	7/17	<i>Okja</i> (on Netflix)	Sentient food and animal cruelty	CSB #11 and reflection by 11:59 PM
	W	7/18	<b>NO CLASS – Meet in groups</b>		Food solutions draft by 11:59 PM
	R	7/19	<i>WT</i> , Ch. 12 (235-238)	Pitch rehearsals and peer review	2 BC by 11:59 PM
6	M	7/23		Food solutions presentations and reflections	Final food solution  2 BC by 11:59 PM  Reflection and group feedback by 11:59 PM  CSB #12 and reflection by 11:59 PM

### Final Portfolio Workshops

Week	Day	Date	Reading	Activity or Topic	Assignment Due
	T	7/24	WT, Ch. 7 (151-158)	Portfolio workshop	CSB #13 and reflection by 11:59 PM
	W	7/25		Portfolio workshop and final class meeting	Self-review draft  Participation log by 11:59 PM

### Final Portfolios Due [date and time based on final exam schedule]

	W	8/1			Final portfolio by 10:50 AM
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## Statement of Understanding

Please read, sign, and return this statement to Dr. Krafft by Thursday, 6/21 (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.

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Print full name

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Legible signature

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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.

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Print full name

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Legible signature

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Print permanent home address

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Print campus address

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Cell and home phones

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School and home email addresses

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Date