ENGL 1102, Section LS: THE FUTURE OF THE BODY
TR, 10:00-11:45, Clough 125
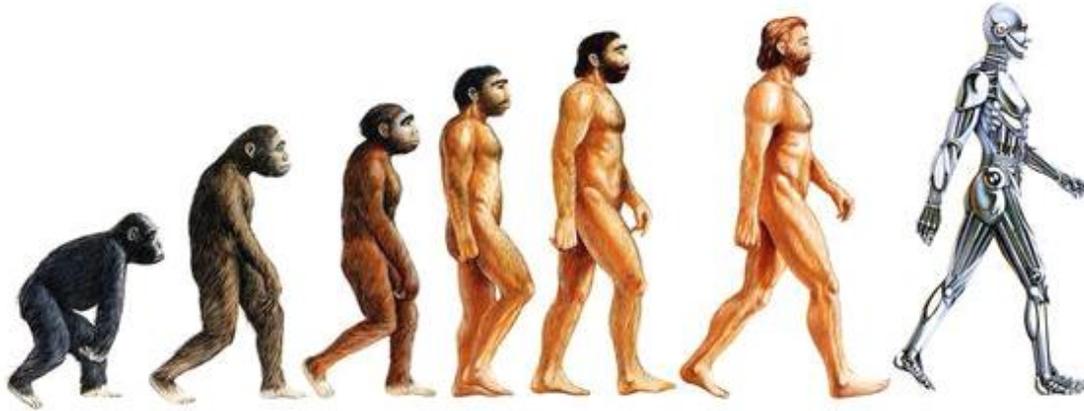

Image source: http://litinawiredworld.wikia.com/wiki/Posthumanism

Professor: Dr. Andrea Krafft
Email: akrafft3@gatech.edu
Office: Skiles 309
Summer 2016 Office Hours: TR 12:00-1:00 PM, and by appointment
Course website: http://blogs.iac.gatech.edu/body1102

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 literary analysis. While all ENGL 1102 courses share the same basic outcomes, every instructor approaches the course through a distinct theme based on his or her own research interests.

In our section of ENGL 1102, we will consider how the genre of science fiction investigates what it means to be human, particularly when our bodies evolve (or devolve) as a result of contact with non-human entities. We will think about how writers such as Isaac Asimov, James Tiptree, and Octavia Butler imagine how humanity will change as we potentially become cyborgs or aliens. Furthermore, we will reflect on how monstrous or changed bodies are often lenses through which we can examine issues such as the impact of technology, the construction of gender roles, and even the notion of normalcy. As we witness the continued advancement of genetics, nanotechnology, and robotics, we face increasingly important questions: Will humans exist in the future? If we survive, will we remain the same? Or, will we undergo a radical transformation that renders our bodies unrecognizable? We will explore these questions not only through science fiction but also through multimodal or WOVEN projects.

Approach to the Course

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

Participation, Preparedness, and Ethical Behavior

Because so many class periods will be discussion-based, you should participate by:

- **Asking** questions
- **Responding** to the contributions of your classmates
- **Notetaking**
- **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 be afraid to speak up, as the classroom functions best as a collaborative space in which every student actively participates. 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 individual's beliefs and identity, especially as many of our course readings will deal with issues encompassing race, gender, and sexual orientation.

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 1%**. If you are late, please check in with me after class to ensure that I marked you on my roll sheet.

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
- **Honing** critical thinking skills by exploring the theoretical and social contexts behind various interpretations and illustrations of the body

WOVEN Communication
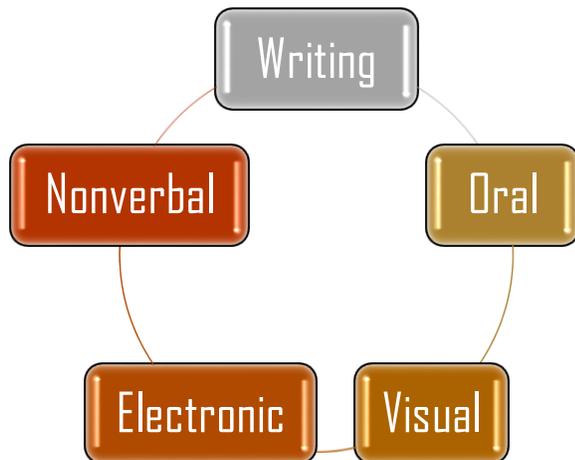
The primary goal of this class is to improve your communication competence. As you produce texts in all modalities, consider rhetorical factors such as purpose, audience, design, and genre conventions. Additionally, strive to develop a personal style that characterizes your written and non-written artifacts 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, 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
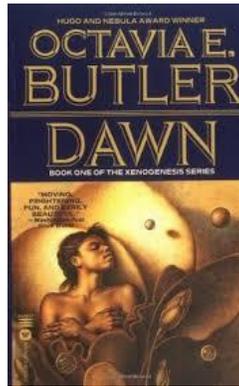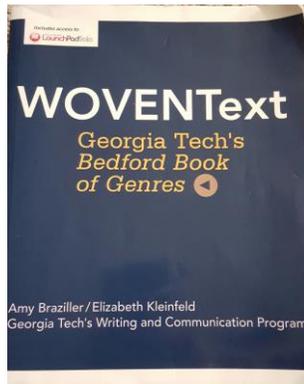
- *WOVENText* (Georgia Tech's textbook for first-year composition)
- Octavia Butler. *Dawn* (1997, reprint edition). Aspect. ISBN: 9780446603775.Paperback (mass market)
- Peter Watts. *Blindsight* (2008). Tor. ISBN: 9780765319647. Paperback
- Other readings will be available on T-Square

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
    - Please use your laptop or tablet for course purposes only
- Smartphone
    - 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
    - The majority of our course will involve digital readings and assignments
    - This is necessary to access the course blog, T-Square, GA Tech email, 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
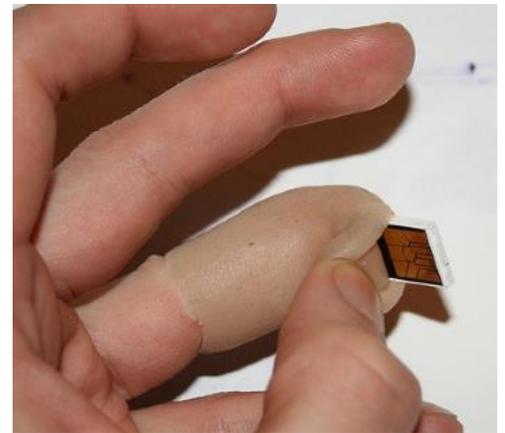
Jerry Jalava's USB finger allows him to keep his work "on hand"

Image source http://www.pcworld.com/article/161460/storage.html

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 in-class writing assignments will be graded. Such assignments will factor into your participation grade in the course.
- **Piazza Forum:** In order to guide class discussion, you will post brief thoughts or open-ended questions on Piazza responding to either readings or discussion topics. You should post at least 3 times a week (ideally more), and 1 of these 3 posts should respond directly to another student's comment or question.
- **Blog Posts:** You will create 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. Each blog post will have a set topic and guidelines.
  - Not all posts will be in a written form – some will be videos or involve images.
  - Blog posts should be posted by the time listed in the course schedule (which will not always be on a Tuesday or Thursday)
  - Feel free to use the comments feature in WordPress to discuss your work with one another
- **Source Read + Class Lead (Individual + Group):** On an assigned date, you will be responsible for not only the required reading but also the recommended reading, which will be a scholarly article or book chapter that provides some kind of philosophical underpinning for the day's text. Individually, you will write a brief blog post about the recommended reading, in which you summarize its central points and argue for its relevance to the required reading. As a group, you will be responsible for kicking off the day's class with an organized presentation in which you similarly explain the recommended reading and how it illuminates the day's central text. You will need to communicate with one another ahead of time in order to avoid redundancy and repetition within your presentation.
- **Cyborg Essay:** After we read *Dawn*, you will design an essay assessing the significance of the novel's focus on the hybridity of alien and human bodies. Just as the novel celebrates this fusion of identities, you will convey meaning in your essay by combining writing with modes such as the visual (via images), the electronic (by exploring HTML / online platforms), and the oral and nonverbal (through audio and video recordings). As such, you will produce not a purely written document but rather a cyborg (or multimodal) essay.
- **Posthuman Presentation (Group Project):** As we read *Blindsight*, which focuses on posthuman evolution, you will research real world technologies that are reshaping and redefining the human body. In groups, you will use scholarly sources to learn about the historical background and application of a particular technology. I also encourage you to explore how your research topic has been portrayed in films and fiction beyond what we have examined in this class. This assignment will break down into multiple parts including an annotated bibliography (to which each group member will contribute a number of sources), a presentation rehearsal, and a final presentation in which you explain your research findings to the class in an engaging and creative manner.
- **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 self-review essay 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

- Participation (including quizzes and in-class work): 10%
- Piazza Forum: 10%
- Blog Posts: 10% total (see assignment sheets for more detail about each of the following)
    - Introduction Video: 5%
    - Asimov Close Reading: 5%
- Source Read + Class Lead: 10%
- Cyborg Essay: 15%
- Posthuman Presentation: 25%
- Final Reflective Portfolio: 20%

General Assignment Policies

- Due dates and times 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 website.
- 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, (http://owl.english.purdue.edu/owl/resource/747/01/).

A deconstructed face from the Bodies Exhibit
Image source:
https://www.reddit.com/r/creepy/comments/2onsm3/bodies_exhibit_facial_deconstruction/

Content Warning

Many of the films and texts that we will examine this semester involve graphic depictions of violence, sexuality, and bodily functions. I hope that we can explore this content reflectively and analytically. If you have any questions or issues 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. 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 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.

Technology failure is not an excuse for a late assignment. If WordPress or T-Square 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. If this occurs, you must go back and post your assignment to the proper website once it is working again.

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 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 errors or weak point in a project, so use your best judgment about what to revise and be careful and thorough.

You may choose to revise **1 blog post or the cyborg essay.** In order to be allowed any revision, 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).
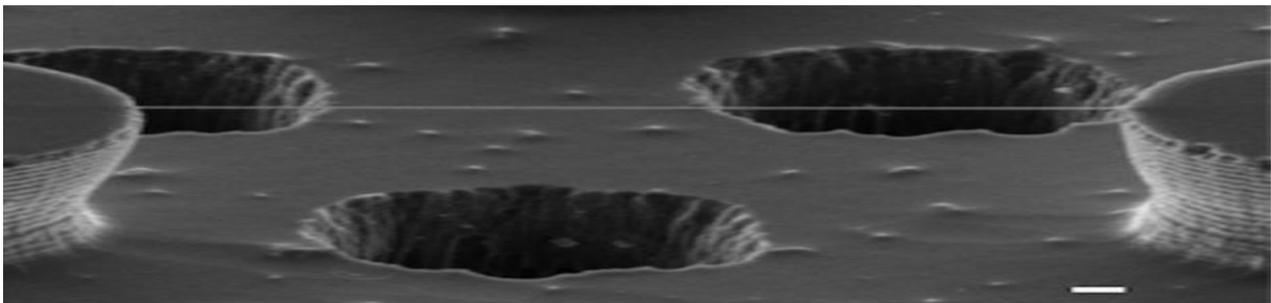
Like the evolution of human DNA (pictured above in a single double-stranded thread), writing is a process

Image source: http://www.theatlantic.com/technology/archive/2012/11/what-dna-actually-looks-like/265713/

How I Communicate With the Class

I'm always ready to listen, like Stelarc's third ear

Image source: https://news.artnet.com/art-world/artist-stelarc-grows-third-ear-324745

I will always make the syllabus, assignment descriptions, relevant course readings, and other information available to you via T-Square. 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 T-Square and will also send these announcements to your GA Tech email through that site.

I will return graded work on T-Square 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 T-Square 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. Make sure that you mention ENGL 1102 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.

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 Skiles 309 on Tuesdays and Thursdays from 12:00-1:00, and at other times by appointment. Please note that my office hours are first come, first serve. If I have to 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. For those of you who need to schedule appointments, Tuesdays and Thursdays are always best for me (and Skype meetings are also a possibility).

Plagiarism Policy

Many assignments in this course will involve research and you will learn proper citation and attribution techniques throughout the semester. Accordingly, 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)
- Modifying an image, sound clip, video, or other multimedia source without citing the source
- Cutting and pasting materials without citation

Image source:
http://www.gizmodo.com.au/2015/05/open-source-cyborg-hand-is-making-prosthetics-more-accessible-than-ever/

If you ever have any questions about proper citation techniques or feel tempted to plagiarize because of a lack of time, talk to me. The tutors in the Communication Center (Clough 447) are also a helpful resource if you need assistance with projects in this course.

Common Policies

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

1. Georgia Tech General 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. Safety
9. Participation in Class
10. Non-Discrimination
11. Communication Center
12. Accommodations
13. Academic Misconduct
14. Syllabus Modifications
15. Final Instructional Class Days and Reading Periods
16. 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-summer-2016/. 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
  - We only meet on Tuesdays and Thursdays, but I listed due dates for major assignments that don't fall on T/Th
  - Piazza isn't on the schedule – remember to post on the forum at least 3 times a week
  - You only have to do one of the read / lead assignments (but all are listed below)
- Readings / viewings that are not in the textbooks are available on T-Square
- *WT = WOVENText*
- Blank activity / discussion areas mean that we're continuing a topic from the previous day

Week	Day	Date	Reading	Activity or Discussion Topic	Assignment Due
1	T	5/17	Recommended: *WT*, Ch. 1 (2-26) and Introduction to *The Seven Beauties of Science Fiction*	Course introduction and syllabus overview; log into class website and Piazza; defining science fiction (sf)	
	R	5/19	*The Fly* *WT*, Ch. 2 (33-42), Ch. 4 (82-94), and pages 441-443	Body horror; sf's relation to multimodality and rhetoric; Planning for intro video; Sign up for read / lead groups	Signed syllabus form due by class start
	S	5/21			Introduction video due by 11:59 PM
2	T	5/24	Asimov, "The Bicentennial Man" *WT*, Ch. 3 section g (77-80), Ch. 7 (144-151)	Robots imitating humans; Practicing close reading; On reflection and portfolio	
	R	5/26	*Ex Machina* *WT*, Ch. 19 selections (713-731, 758-763), Ch. 20 (776-796), Ch. 8 (159-169) Recommended: Turing, "Computing Machinery and Intelligence"	Robots modeled on humans; Reading a text alongside a source; Thoughts on collaboration	
	S	5/28			Asimov close reading due by 11:59 PM
3	M	5/30			Read / lead #1 posts due by 11:59 PM

	T	5/31	*RoboCop* Recommended: Clark, "Bad Borgs?" (178-206 in PDF)	Cyborg bodies and subjectivity	Read / lead #1 presentation in class
	W	6/1			Read / lead #2 posts due by 11:59 PM
	R	6/2	Tiptree, "The Girl Who Was Plugged In" Recommended: Baudrillard, "The Finest Consumer Object: The Body" (109-127 in PDF)	Cyborgs and class status	Read / lead #2 presentation in class
4	M	6/6			Read / lead #3 posts due by 11:59 PM
	T	6/7	Murphy, "Rachel in Love" Recommended: Haraway, "A Cyborg Manifesto"	Animal human hybridity	Read / lead #3 presentation in class
	W	6/8			Read / lead #4 posts due by 11:59 PM
	R	6/9	*Dawn*, Part I. Womb (beginning-42) Recommended: Butler, Introduction to *Bodies That Matter* (12-34 in PDF)	Alien + human =? Thinking beyond binary gender	Read / lead #4 presentation in class
5	T	6/14	*Dawn*, Part II. Family (45-111)	Complete CATME survey (to determine final project groups)	
	R	6/16	*Dawn*, Part III. Nursery (115-196) Review *WT* Ch. 20 (776-796)	Peer feedback on essay brainstorm	Cyborg essay brainstorm due by class start
6	T	6/21	*Dawn*, Part IV. The Training Floor (199-end)		
	R	6/23		Peer review of cyborg essay; Final project groups announced & choose topics	Draft of cyborg essay due by class start
	S	6/25			Final cyborg essay due by 11:59 PM
7	M	6/27			Read / lead #5 posts due by 11:59 PM
	T	6/28	*Blindsight*, beginning-91 Recommended: Vinge, "The Coming Technological Singularity" (23-34 in PDF)	Posthumanism and the singularity	Read / lead #5 presentation in class

	R	6/30	*Blindsight*, 91-152 *WT*, 651-657	About locating and annotating resources	
8	T	7/5	**NO CLASS**		
	R	7/7	*Blindsight*, 152-227		
	S	7/9			Annotated bibliography due by 11:59 PM
9	T	7/12	*Blindsight*, 228-294		
	R	7/14	*Blindsight* day 294-end Recommended: *WT*, Ch. 10 (198-215), Ch. 11 (216-228), Ch. 12 (229-240)	Peer feedback on outline; Presentation advice	Loose presentation outline due by class start
10	T	7/19	**NO CLASS – Group meetings**	Group rehearsal day	Evidence of group meeting and rehearsal recording due by 11:59 PM
	R	7/21		Presentation day	Final presentations due in class
	S	7/23			Final presentation recording due by 11:59 PM
11	T	7/26		Final portfolio workshop and final class meeting Concluding thoughts	Portfolio plan due by class start
12	T	8/2			Final portfolio due by 11:59 PM

Statement of Understanding

Please read, sign, and return this statement to Dr. Krafft by Thursday, 5/19 (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.
- o   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.
- o   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:
- o   Please acknowledge me by my full name
- o   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