

Course: ENGL 1102 – HP2
“The Enemy’s Gate Is Down”:
Reorientation, Propaganda, and the High Stakes of Dystopian Fiction
Writing and Communication Program
School of Literature, Media, and Communication
Georgia Institute of Technology
Spring 2016

Class Meeting: MW 12:05-1:25 pm, Skiles 311

Instructor Contact Information

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Course Hashtag: #1102dystopia

Email is my preferred method of communication.

Subject Line: Please begin every subject line for every email message with “ENGL 1102”

Course Description

Students in this section will examine rhetorical practices of fictional dystopias by considering historical and theoretical origins of the genre and its overlaps with genres like science fiction, romance, post-apocalyptic fiction, and critical theory. Students will analyze dystopian novels, films, and television shows while comparing the role of dystopian narratives in our contemporary political, social, and economic climates. Ultimately, students in this course will create well-researched arguments about the place of young people in both dystopian and real-world narratives and the didactic messages that the current crop of YA dystopian fiction tries to impart to younger generations.

Approach to the Course

The goal of this course is to address rhetorical principles, research practices, and multimodal composition so that students can be more capable readers and writers, listeners and speakers, collaborators, viewers and designers in a variety of settings. This course will be run most often like a seminar, meaning that the content of each class period will be largely driven by your ideas, questions, thoughts and reflections. Active participation in this course in both the physical and digital course spaces will contribute greatly to your success in this class period. No two classes will look the same, but class time will usually include activities such as these:

1. Discussion, often starting with your discussion questions or the observations made on Twitter during the reading. Possible discussion topics include fiction and textbook readings, films, your blog posts, your artifacts, or other related real-world events.
2. In-class activities, exercises, and quizzes
3. Workshops, including collaborative planning, writing, peer-reviewing, peer-editing, or in-class writing/designing.
4. Formal and informal oral presentations
5. Explanations of upcoming assignments
6. Occasional lectures, instructions, and explanations

Each class you will be asked to engage and participate using a variety of skills, modes and mediums: oral, visual, written, individual, collaborative, exploratory, imaginative, reflective, speculative, and concrete. Simply put, active, productive participation is worth a significant percentage of your grade, but it will also make the class more interesting and more enjoyable, and, most important, you’ll learn more. The

assignments in this course are designed to give you opportunities to learn multiple approaches to rhetorical analysis, close reading, strategic communication, multimodality, research methods, and the writing/revision process. The course topic of YA dystopias will help students to learn new approaches to research using digital and social media tools, as well as critical thinking skills and creativity to communicate their grasp of dystopian genre conventions, the rhetorical strategies of specific dystopian texts and their own academic analysis of a contemporary dystopian text. Students should aim to shape the assignments to fit their own research or professional interests as much as possible.

Expected Student Outcomes

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

- Recognize, analyze, and explore the various didactic and persuasive messages within dystopian novels, films and television shows, and learning to understand how those messages shape our experience of the fictional dystopia and our own real world.
- Use digital tools and social media (Wordpress, Twitter) to find, analyze and synthesize appropriate primary and secondary sources and contribute ideas to online scholarly communities.
- Experiment with drafting and writing processes using digital tools in order to refine and improve each student's personal writing process.
- Use design and visuals to create pleasing written documents, to augment oral presentations and digital writing, and to demonstrate mastery of dystopian rhetorics through propaganda.
- Incorporate genre conventions, rhetorical strategies, research methods, and multimodality from in-class work and textual discussion into an individual research project.
- Collaborate successfully with classmates, both in class and through digital spaces, in order to create an academic community that successfully fosters both individual and collaborative learning, experimenting and communicating.

Grade Scale

Major Artifacts, Group Project, Participation, & Portfolio	
A 100-90	Superior performance - rhetorically, aesthetically, and technically - demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.
B 89-80	Above-average, high quality performance - rhetorically, aesthetically, and technically. Demonstrates substantive comprehension and sophisticated use of media with above-average execution in some areas.
C 79-70	Average (not inferior) performance. Competent and acceptable - rhetorically, aesthetically, and technically. Accomplishes all required elements, follows all directions, meets all minimums.
D 69-60	Below-average performance. Less than competent - rhetorically, aesthetically, and/or technically. Missing elements, errors in execution, demonstrates lack of comprehension in some areas.
F 59-0	Unacceptable performance. Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.

Blog Posts, Book Review, Reflections, Project Stages, & In-Class Work	
✓+	Superior work: blog post or project stage shows above average work, demonstrates inventive and exceptional attention. Complete and on time. Full credit.
✓	Average work: blog post or project stage shows appropriate levels of work, attention, and competence. Meets requirements and acceptable minimums, complete and on time. ¾ credit.
✓-	Below-average work: blog post or project stage shows low levels of work, attention, and competence. May be incomplete, late, or missing components. ½ credit.
0	Unacceptable work: blog post or project stage is missing, largely incomplete, does not follow directions, or demonstrates lack of attention. 0 credit.

Required Materials

WOVENText.

The Cambridge Companion to Utopian Literature. Edited by Gregory Claeys. Cambridge University Press, 2010. ISBN: 0521714141

Ender's Game by Orson Scott Card. (any edition)

The Hunger Games by Suzanne Collins. (any edition)

Ship Breaker by Paolo Bacigalupi. (any edition)

One additional YA dystopian novel of your choosing (we will discuss in Week 2)

Essays provided on TSquare:

Knickerbocker, Dale. "Apocalypse, utopia, and dystopia: old paradigms meet a new millennium." *Extrapolation*, Fall, 2010, Vol.51(3), p.345(13)

Miller, Laura. "The Making of a Blockbuster." *Salon*. 18 March 2012.

http://www.salon.com/2012/03/18/the_making_of_a_blockbuster/

Robinson, Joanna. "Why does Hunger Games Advertising Keep Aligning Itself with the Bad Guys?" *Vanity Fair*. 24 June 2014. <http://www.vanityfair.com/hollywood/2014/06/hunger-games-advertising-bad-guys>

Sargent, Lyman Tower. "The Three Faces of Utopianism Revisited." *Utopian Studies* 5:1 (1994) 1-37.
PDF

Suvin, Darko. "on the Poetics of the Science Fiction Genre." *College English* 34:3 (Dec 1972) 372-382.
PDF.

Film Screenings

We will hold optional screenings of the following films on Thursday afternoons (time and room TBA).

If you are unable to attend these screenings, you will be responsible for watching these films/television shows on your own. You will need to have watched the film before the next class.

Ender's Game

The Hunger Games

The Hunger Games: Catching Fire

Serenity

The 100 (select episodes)

Course Costs

- Students will need to either print online articles to read or bring their laptop/tablet to class.
- Students should plan to bring the WOVEN textbook to class on days reading will be discussed.
- Occasional printing of drafts or homework assignments will be necessary.
- Access to free social media apps (Twitter and Wordpress).
- Access to films/media via Netflix

Appointments

My office hours are held in Skiles 304 on Tuesdays and Thursdays from 1:30-3:00pm or by appointment. Email is encouraged; please let me know if you would like to stop by. You can always make an appointment to see me, especially to discuss assignments, feedback, questions, or problems. I am available for individual conferences and group conferences as needed.

Assessment

For every assignment, I will provide a detailed assignment sheet that will include the expectations for the assignment, the required elements and format for the assignment, and the rubric that I will use to grade the assignment, which is based on the standard rubric (available on the Standard Policy site).

In this course, you will be working on individual and collaborative projects both in and out of the classroom. Each assignment will contain a detailed breakdown that explains how much of your grade is based on individual work and how much is based on the final group project. In lieu of a final exam in this course, each student will be required to complete a portfolio.

WOVEN Communication

Use this class to improve your communication competence. Set a goal beyond simple accuracy. You should develop a personal style in your face-to-face and distance conversations, in your presentations, in your formal and informal writing, and in the images you create. In all modalities you use—written, oral, visual, electronic, and nonverbal—need you to consider rhetorical factors such as purpose(s), attention to context, response to audiences, logical and well-supported arguments, effective design, and conventions. Consider these rhetorical factors as an essential baseline. In practice, the modes work synergistically, not separately. In this course, expect to work largely on these things:

Written communication. You need write well, so this semester, you'll work on refining (a) your research and citation skills, (b) your ability to adapt your tone, vocabulary, style and rhetoric to different contexts and audiences, and (c) your drafting, organizing, and revising process.

Oral communication. You need speak well, so this semester, you'll work on refining (a) your ability to present information clearly and effectively, (b) your confidence in speaking to different audiences, and (c) your persuasiveness and engagement while speaking.

Visual communication. You need design well, so this semester, you'll work on refining (a) your ability to select, design, and implement visual elements of an argument, (b) your strategies in using visual rhetorics to enhance your persuasiveness, and (c) your use of digital technologies to design clear, persuasive visuals.

Electronic communication. You need use software well, so this semester, you'll work on (a) using social media for research and academic purposes, (b) using presentation software to enhance your presentations, and (c) using a variety of digital platforms to present arguments to a wide variety of audiences.

Nonverbal communication. You need to use nonverbal communication well, so this semester, you'll work on (a) understanding and appropriately using nonverbal communication to convey credibility and confidence, (b) eliminating crutch words (um, uh, like) from presentations and (c) controlling speed, pauses and other paralanguage to ensure clear communication regardless of media.

Common Policies

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. Multimodal Reflection Portfolio and Mahara
16. Final Instructional Class Days and Reading Periods

You can access these common Writing and Communication Program policies on T-Square:

<http://b.gatech.edu/1R7jajV>

You are required to acknowledge that you have read, understood, and intend to comply with these policies: please see the final page of this syllabus.

Late Assignments and Extension Policy

Avoid late assignments. However, circumstances sometimes arise where a late paper is better than no paper. Late assignments will be penalized in the following way:

Up to 12 hours after set due date/time = -15% of total grade

12:01-24 hours after set due date/time = -25% of total grade

24:01-36 hours after set due date/time = -50% of total grade

more than 36 hours after set due date/time = assignment will no longer be accepted

Absent exceptional circumstances, failure to complete daily work, to submit a project stage, or a major assignment within this time frame will result in the student losing the full point value assigned to such work.

Each student has a single extension, which they may use on any individual project (EXCEPTING PRESENTATIONS) for a good cause if you meet these conditions:

1. Contact me via email or office hours at least 24 hours prior to the deadline and explain the cause for the delay.
2. Propose in this email a new, reasonable deadline (less than one week). This new deadline will be considered the final deadline and all late paper policies apply after this deadline.

You may not use this extension policy for the Book Review Presentation, the Conference Presentation or for elements of a group project. You may use this extension policy a **maximum of once** each semester.

Missing or Missed Assignments

Due to the participatory nature of this course, much of what we practice in class cannot be replicated outside of the classroom. Therefore, 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 work is counted as a "zero." If students are missing a major assignment or multiple stages of an assignment, they may be unable to pass the course.

Revision 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. Although I will identify some errors and places where you ignore conventions, I do not copyedit your papers.

In this class, you may choose to revise any one assignment. If you plan a 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 unless you negotiate and confirm (in writing) a new deadline. 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).

Occasionally an artifact will receive an "R" as a grade. "R" indicates that you are required to re-do the assignment or a section of the assignment. If you do not revise an assignment that receives an R, you will receive a "0" (zero) for the assignment—as if you had not done it.

Attendance and Lateness

Attendance requirement. Students may miss a total of three classes without any penalty.

Absence penalties. The 4th absence will cause a 1/3 letter grade deduction from the final grade, the 5th absence a 2/3 letter grade penalty. Students with 6 absences will automatically fail the course.

Reasons for absences. The attendance policy does not make any distinction about the reasons for your absences, i.e. all absences are considered excused. However, only absences officially exempted by the Institute (e.g., due to participation in official GATech athletics, to religious observance, to personal or family crisis and verified by documentation from the Dean of Students) will not be counted among your allotted absences. These exemptions are difficult to get.

Responsibility for missed work. Students are responsible for finding out what they may have missed while absent from class and what policy the instructor has for making up missed work. I strongly suggest exchanging contact information with a classmate or two in order to ensure you are able to catch up on

class notes, assignments, and what we covered in class.

Students are expected to keep up with their own attendance record; see the instructor if you have a question about how many classes you have missed. The instructor's record is the official record of your attendance in the class.

Tardiness – If you arrive in class after attendance has been called, it is your responsibility to make sure you have been marked present/late once class is over. Lateness can undermine the effectiveness of an active learning environment and as such is disrespectful to all members of the class; make every effort to be on time for class.

Students arriving in class after attendance is taken will be marked tardy. Multiple instances of lateness will affect your participation grade (3 tardies = -15 points, each additional tardy = -5 points).

Students who arrive in class after attendance is taken are responsible for making sure they have been marked late but present at the end of the class period.

Participation

The Writing and Communication Program has a Program-wide participation policy. Active participation and engagement in class are required. Students who have not done the reading and/or who do not actively participate during the class period may be penalized for lack of participation. In this class, participation counts as part of your grade. Participation in this course includes these kinds of engagement:

- Raising your hand/speaking up during class discussion (min 2x a class)
- Participating in group work and class exercises
- Completing in-class writing and other exercises and sharing that writing with the class
- Peer-reviewing the work of classmates in a constructive and considerate manner
- Tweeting and replying to classmates in thoughtful, constructive, and original ways (min 3x a week)
- Posting on the blog and responding to classmates' posts with new avenues of discussion (min 5 posts and 5 comments)

As an instructor, I recognize that not everyone feels comfortable participating in the same ways; one student may be shy about sharing her writing but enjoys speaking up in class, while another student may prefer to gather his thoughts before speaking. Evaluation of participation will be holistic; I encourage you maximize the method(s) of participation where you excel while challenging yourself to try other methods. I expect each student to achieve the minimum requirement in each category (speak up at least twice a class, complete required blogs, etc.) but the highest participation grades will go to students who exceed the minimum requirements in multiple participation categories.

Things that might detract from your participation grade: doing work for other classes, using the web for non-class related pursuits, eating, texting, answering phone calls, sleeping, missing excessive class time due to tardiness/breaks, doing little or no work, not participating in group work, engaging in disruptive or inappropriate behavior.

Summary of Assignments/Major Projects:

Detailed assignment sheets and grade rubrics will be provided for each assignment. A brief explanation of each assignment is listed below but be sure to work from the complete assignment sheet on TSquare.

Project 1: Developing A Research Project

Twitter and In-Class Participation (150 points)

In-class participation includes these activities:

- contributing verbally during class discussions
- working in groups on exercises, activities, and peer-reviews
- writing and sharing thoughts in response to writing prompts
- presenting and sharing ideas with classmates

Minimum in-class participation includes speaking 2-3 times a class period.

Each student will be asked to create a Twitter account, to follow a number of course related Twitter accounts, and to use Twitter regularly throughout the semester. Twitter participation includes these activities:

- building a research-based account in order to find (and retweet) relevant sources for each student's research project,
- responding to a question of the week while completing the assigned reading,
- submitting discussion questions for class
- engaging with classmates and the professor
- brainstorming questions, ideas, concerns, problems, or helpful info for student's research projects.
- live tweeting screenings, individual reading experiences and/or the course's mock conference

Minimum participation for Twitter is 3-5 tweets a week.

The goal of using Twitter throughout our semester is three-fold. First, it allows students and the professor an opportunity to share thoughts, observations, questions, and relevant modes of inquiry in real time, creating a scholarly community that extends beyond the classroom. In essence, by the end of the semester, each student's Twitter feed will be a set of detailed notes on the readings, viewings, and discussion from this course, with annotations by peers, the instructor, and possibly outside experts. Second, by introducing students to scholarly uses of social media and putting them in touch with existing online scholarly discussions about dystopia and other relevant topics, students will explore new avenues of research and streamline the process of locating reliable, relevant, and useful sources. Finally, Twitter acts as a space for brainstorming, both individually and collaboratively; along with the Wordpress blogs (see below), students will use social media as a place to think through the research and writing process, develop individual modes of academic inquiry, and test ideas on a knowledgeable audience.

Garbology project: (30 points) – Using information from *Garbology* Chapter 5 and one or more of the sources provided on the assignment sheet, students will make an argument aimed at other first-year students either supporting or opposing the recently passed federal ban on the use of microbeads in cosmetics. Use an easily accessible technology (smartphone, tablet, webcam) to record a 60-90 second video. Students will need to read, research, draft, plan, rehearse, record and upload a video to YouTube, as well as complete a brief reflection exercise. Students are encouraged to use this project as a trial run for a vlog style video (see blog assignment below) and are encouraged to be creative with this assignment.

Blog Posts (150 points – 30 points each). Students will compose five blog posts over the course of the semester. Each blog should be 300-500 words. Students are encouraged to be as creative as they wish; a student may choose to include images, links, embedded tweets, or multimedia content. Students also will be encouraged to make at least one of the blogs a video blog (vlog) and embed a video of him or herself discussing that post's content rather than writing it. When transitioning to a vlog, students should work from a script and carefully plan the content, just as they did in the *Garbology* video. As we will discuss in class, many different vlog styles are available, but the student should appear on screen for at least part of each video and not rely solely on voice-over.

Post 1: How do you define dystopia (or other dystopia term: utopia, anti-utopia)? How does combining dystopia with another genre (sci-fi, romance, apocalypse) affect your definition? You may use examples from class books or your own research book and to take our class discussion in an original or more in-depth direction.

Post 2: What interests you the most about dystopias? Use this post as an opportunity to explore possible questions or avenues of inquiry for your own research project. At this stage, your ideas may only be as developed as “I think it is really cool/interesting that dystopias do XYZ” or “What I don’t understand about this book is…” Aim to articulate an open question that you hope to be able to answer after 8 weeks of research (and one that you don’t feel you can answer now).

Post 3: How does media and/or propaganda function in dystopias? Choose one of the following:

- Analyze a specific example of media or propaganda within one of the texts we have read (or your own). You might choose to create an accompanying visuals or link to existing materials, fan art, or adaptations of the text.
- Discuss the marketing techniques surrounding a dystopian text (like the marketing of *The Hunger Games* discussed in class). How has the marketing of this text (cover images, film adaptations, tie-ins, comparisons to other texts) affected the way you approached the text?

Post 4: How do dystopias change the way we view, talk about, or think about current events? Choose one of the following prompts:

- Analyze a current event, debate, or discussion using one of our dystopias (or your own) as a point of comparison. Discuss how reading this dystopia has shaped your own political, social, educational, or personal outlook.
- Using a current event as your “ground zero” to imagine your own fictional dystopian future. You may describe, illustrate, film, animate, or use any other media to give us a sense of what you imagine that dystopia would be like.

Post 5: Describe your upcoming conference paper by giving the audience a small preview, or abstract, of your argument. Make sure to include the title of the paper and your main arguments; additionally, make an effort to hype up your paper by talking about its most interesting elements (perhaps a fascinating source, or the really strong argument you came up with.) Aim to persuade your classmates that your paper is one to look forward to hearing during our conference.

Optional Post 6: Give a summary of a source (such as a book chapter, article, or documentary) that you have found during your individual research that you think might be helpful for other members of our course. This should be a little more detailed than the annotated bibliography summaries you are already working on and should aim to be persuasive to the rest of the class. At minimum, you should include the main argument of the source, the key terms or theories used by the source, the organization and/or rhetorical strategies of the source, why this source is important (to your project and/or the field at large). This post may be used as **extra credit** in one of two ways: you may replace the grade for another blog post **or** you may add 10 points to your participation grade.

Each of these blog posts is designed to build on the discussions on Twitter and in the classroom. As students proceed through the semester, each blog post will help them to concretize his or her own understanding of the course content, develop his or her own thoughts on the readings, and ultimately help the student build an individual final argumentative essay. Blog posts are not just summaries of the class/Twitter discussions; each student should consistently aim to introduce original ideas or to push a topic of conversation further than what has already covered. By the end of the semester, these blog posts will serve as a series of building blocks for the final research project, in which each student will work to define terms in his or her own words, explore and rehearse his or her own arguments, and begin to outline an individual research project.

Research Project Proposal Essay (75 points)

Students will compose a well-researched 3-4 page argument about the dystopia they have chosen to read. This essay will classify the student’s novel within the complicated scheme of dystopian fiction that we have explored in the first four weeks of class and propose an avenue of research and inquiry that the student plans to pursue for Project 3. Students are encouraged to pursue avenues of inquiry

that align with their professional or personal interests. While students are encouraged to make connections with the primary and secondary texts we are reading and discussing in class, the primary text at the center of the final project should be the dystopian novel the student has chosen to read outside of class.

Project 2: Creating Propaganda from Dystopian Fiction (Group Project)

Book Review Presentation (50 points)

At the start of the group project, each student will present a brief, persuasive book review of the text he or she selected for the individual research project. This purpose of this review will to give each member of the class an idea the texts each student is working with and to help group members decide which book to choose for their propaganda project. Each presentation will be 3-5 minutes.

Group Propaganda Campaign (100 points)

Based on the book review presentations, each group will choose one dystopian text to work with. Each group will design a propaganda campaign for either the ruling group (i.e., the Capitol) or the oppressed (i.e., the districts) featured in the book. Each campaign should be multimodal but cohesive and should fit into the context of the chosen dystopia (for example, Ender would not likely encounter oil paintings or paper leaflets). Each group will collaborate on the portfolio design and elements within it. Each portfolio will have 7-10 artifacts for a group of 5, 6-9 artifacts for groups of 4. Campaigns will be compiled using Mahara and each group will be given a chance to present the materials to the class.

Project 3: Writing Researched Arguments

Annotated Bibliography (60 points)

Students will turn in an annotated bibliography, featuring 4-6 sources that they plan to use in their research papers. Each annotated bibliography will have an MLA citation and a brief annotation that summarizes the source's argument, notes any important terms, and puts the source into conversation with class readings, other sources, and the student's evolving argument.

Conference Presentation (100 points)

In week 15, our classroom will be transformed into a mock academic conference. Each student will be assigned to a conference panel based on their paper abstract (see blog post 5): students will present either on April 18 or April 20. Each student be assigned to a panel of 3 or 4 students and will present their 7-8 minute paper verbally, with appropriate visuals. Students will use feedback and questions about their papers to revise them before turning them in.

Research Paper (100 points)

Over the course of the semester, students will choose a dystopian novel to read outside of the required course readings. They will use Twitter to brainstorm research questions, blogs to rehearse various aspects of their arguments, and will present their arguments at a conference in order to receive feedback. Students will turn in a final paper, 8-10 pages in length, with a complete MLA work cited page of at least 6 sources. This research paper will develop over the course of the semester and may focus on one of the major themes of the course (what qualifies as a dystopia?; how do dystopias impact our view of current events?; what is the role of young adults in dystopia?; what do contemporary YA dystopias teach readers?) or may be on a topic the student has developed on his/her own. The paper will be well-researched, well-supported and well-argued.

Project 4: Portfolio and Reflection

Reflections (35 points)

Students will turn in a brief reflection essay (250-400 words) as a part of each project. Students will include these reflection essays in their portfolios at the end of the semester

Portfolio with Reflection (150 points)

In lieu of a final exam, ENGL 1101 and 1102 require each student to complete a final multimodal portfolio due during the section's scheduled final exam time (see <http://www.registrar.gatech.edu/students/exams.php> for the final exam schedule). Each portfolio will be compiled in Mahara. Each portfolio must contain the following:

1. Table of contents
2. **1200-1800 word self-review essay** that introduces the portfolio
3. **Artifacts with reflective introduction.** Artifacts created over the course of the semester, complete with a brief, reflective introduction: you may base these reflections on the reflection essays you wrote over the course of the semester; however, you will likely need to edit for concision and audience so you should not merely copy and paste here. Include these artifacts in your portfolio:
 - a. **At least one artifact that emphasizes oral and non-verbal communication.** This might include one of your vlog posts, a video of your dystopia book review, a video of your conference presentation, or a voiceover version of your conference presentation with your visuals.
 - b. **At least one artifact that reflects electronic communication as a part of your writing process.** This might include a Storified set of your Tweets that demonstrate the thought process behind formulating your research project, blog posts that helped you refine your thinking about your research project, or a combination of these two.
 - c. **At least one artifact that reflects intentional visual design.** This might include one or more artifacts from your propaganda campaign, the visuals prepared for your presentation, or a blog/vlog post that emphasizes visual design.
 - d. **At least one artifact that demonstrates significant revision.** For example, for your classification paper, you might include tweets about the definition of dystopia and the book you chose, your blog post about defining dystopia, a draft of your paper, a revised version of your paper. If you chose to use your final paper, you might include tweets about your research question, blog posts about key elements of your paper, a draft of your conference paper, the revised version of your conference paper, and the final version. You may also include revisions of your propaganda artifacts.

January 2016

Monday	Wednesday	Thursday- Sunday: Individual Work
<p>11</p> <p>Course Introduction</p>	<p>13</p> <p><i>Garbology</i> Ch 5.</p>	<p>14-17</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete <i>Garbology</i> Project <input type="checkbox"/> Set up new Twitter account and write one practice tweet about <i>Garbology</i> reading using course hashtag <input type="checkbox"/> Set up Wordpress access to course blog through GATech portal
<p>18</p> <p>MLK Day Garbology Project due Tuesday, January 19 by 5pm</p>	<p>20</p> <p>CCUP Ch. 1, 2, & 3 WOVEN 1 & 18 (ReReading and Annotating Your Sources)</p>	<p>21-24</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotate CCUP 4 & 5 <input type="checkbox"/> Choose dystopian novel from list for your individual research project. <input type="checkbox"/> Tweet 1 discussion question and 2 observations from CCUP readings for Tues & Thurs
<p>25</p> <p>Dystopian novel choice due</p> <p>CCUP 4, 5 & 6* WOVEN 4</p>	<p>27</p> <p>Blog Post 1 due</p> <p>CCUP 7 & 8*</p>	<p>28-31</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read your dystopia book. <input type="checkbox"/> Build Twitter research account (follow 20 accounts) <input type="checkbox"/> Tweet at least 2 observations, 1 discussion question and response to question of the week while reading <i>Ender's Game</i> (continue for each reading marked with asterisk unless instructed otherwise)

February 2016

Monday	Wednesday	Thursday- Sunday: Individual Work
<p>1</p> <p><i>Ender's Game</i> Ch 1-5* CCUP 9 & 10 WOVEN 15 – Researched Arguments</p>	<p>3</p> <p>Blog Post 2A due</p> <p><i>Ender's Game</i> Ch 6-10*</p>	<p>4-7</p> <p>OPTIONAL: <i>Ender's Game</i> film screening (live tweet) Thursday TBA (or screen on your own)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish reading individual dystopia <input type="checkbox"/> Begin drafting classification essay
<p>8</p> <p><i>Ender's Game</i> Ch. 11-15* Suvin essay* (TSquare)</p>	<p>10</p> <p>Blog Post 2B due</p> <p>CCUP 11 & Knickerbocker essay* (TSquare) WOVEN 6</p>	<p>11-14</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete dystopia classification essay <input type="checkbox"/> Begin formulating research question for final research paper <input type="checkbox"/> Use Twitter to brainstorm and discuss ideas for final essay
<p>15</p> <p>Dystopia Classification due WOVEN 17</p>	<p>17</p> <p>Blog Post 3A due Reflection 1 due</p> <p><i>Hunger Games</i> Section 1*</p>	<p>18-21</p> <p>OPTIONAL: <i>Hunger Games</i> film screening (live tweet) Time TBA (or screen on your own)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tweet your research question <input type="checkbox"/> Begin to research for your final paper using Twitter, library resources (2 sources)
<p>22</p> <p><i>Hunger Games</i> Section 2* WOVEN 18</p> <p>Bring 2 sources for research project to class</p>	<p>24</p> <p>Blog Post 3B due</p> <p><i>Hunger Games</i> Section 3* WOVEN 19</p>	<p>25-28</p> <p>OPTIONAL: <i>Hunger Games: Catching Fire</i> film screening (live tweet) Time TBA (or screen on your own)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to research (3-4 sources) <input type="checkbox"/> Begin annotating sources <input type="checkbox"/> Begin drafting book review

March 2016

Monday	Wednesday	Thursday- Sunday: Individual Work
<p style="text-align: right;">29</p> <p><i>Hunger Games</i> and the media Miller essay*</p>	<p style="text-align: right;">2</p> <p>Book Review Presentations due</p> <p><i>Hunger Games</i> and propaganda Robinson article*</p>	<p style="text-align: right;">3-6</p> <p>OPTIONAL: <i>Firefly</i> (episodes 1, 3 and 4) (live tweet) Time TBA (or screen on your own)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue research (5-6 sources) <input type="checkbox"/> Continue annotating sources
<p style="text-align: right;">7</p> <p>Reflection 2 due</p> <p>Annotated Bibliographies – bring 5 sources and draft annotations to class</p> <p>WOVEN 20 Group Project introduced</p>	<p style="text-align: right;">9</p> <p>Blog Post 4 due</p> <p>Last day to submit optional Blog Post 6</p>	<p style="text-align: right;">10-13</p> <p>OPTIONAL: <i>Serenity</i> (live tweet) Time TBA (or screen on your own)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete annotated bibliography <input type="checkbox"/> Work on group project <input type="checkbox"/> Begin outlining final research essay
<p style="text-align: right;">14</p> <p>Annotated Bibliography due</p> <p><i>Serenity</i> discussion</p>	<p style="text-align: right;">16</p> <p>Reflection 3 due</p> <p><i>Serenity</i> discussion Group project work day</p>	<p style="text-align: right;">17-18</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finalize plans for group project <input type="checkbox"/> Complete outline/brain map for research essay <input type="checkbox"/> Read for March 28 <input type="checkbox"/> Enjoy Spring Break
<p>21-25 Spring Break</p>		
<p style="text-align: right;">28</p> <p><i>Ship Breaker</i> Ch 1-7* WOVEN 21</p>	<p style="text-align: right;">30</p> <p>Blog Post 4A due</p> <p><i>Ship Breaker</i> Ch 8-15* WOVEN 14 (Peer Reviewed Articles)</p>	<p style="text-align: right;">31-April 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete group project <input type="checkbox"/> Begin writing final research essay (2-3 pages)

April 2016

Monday	Wednesday	Thursday- Sunday: Individual Work
<p>4</p> <p>Group Project due</p> <p><i>Ship Breaker</i> Ch 16-25*</p>	<p>6</p> <p>Blog Post 4B Reflection 4</p> <p><i>Ship Breaker</i> discussion Informal presentation of group projects</p>	<p>7-10</p> <p>OPTIONAL: <i>The 100</i> (Episodes 1, 2 and 7) (live tweet) Time TBA (or screen on your own)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft final essay (5-6 pages) <input type="checkbox"/> Design presentation visuals <input type="checkbox"/> Tweet your thesis
<p>11</p> <p>Sample conference presentation</p> <p>WOVEN 11 & 15 (Presentations)</p> <p><i>The 100</i> discussion</p>	<p>13</p> <p>Drafts of conference papers due for peer review</p> <p>Blog Post 5 due</p> <p><i>The 100</i> discussion</p>	<p>14-17</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft final essay (8-10 pages) <input type="checkbox"/> Modify essay draft for presentation <input type="checkbox"/> Finalize presentation visuals
<p>18</p> <p>Academic Conference Panels 1, 2, & 3</p> <p>If you are not presenting, you are live tweeting</p>	<p>20</p> <p>Academic Conference Panels 4, 5, & 6</p> <p>If you are not presenting, you are live tweeting</p>	<p>21-25</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise essay based on presentation feedback <input type="checkbox"/> Gather materials for portfolio
<p>25</p> <p>Final Research Paper and Reflection 5 due</p> <p>Portfolio Workshop & Course Wrap Up</p>	<p>27</p> <p>Reading Days – No CLASS</p> <p>Extended Office Hours for Mahara/Portfolio Help 10am-2pm</p>	<p>April 29</p> <ul style="list-style-type: none"> <input type="checkbox"/> Portfolios due by noon <input type="checkbox"/> Complete course evaluations

May 2-6 Finals Week