



CHICAGO OF THE SOUTH.
ATLANTA FAST BECOMING A GREAT INDUSTRIAL AND DISTRIBUTING CENTRE.
 Story of a Northern Man Who Went to Georgia and has Nearly Overturned Old Southern Methods—is One of a Type.
 BY WILLIAM E. SMYTHE.
 Atlanta is the Chicago of the South,—except that some of the people of that enterprising city put it the other way and tell you that Chicago is the Atlanta of the Middle West. In either case, the point remains the same. And the point is that Atlanta is full of new men, new industries, new buildings, and the new spirit which is making a New South. In mingling with the

English 1102: Archiving Atlanta: Race, Technology, Nostalgia, and a Zombie Apocalypse

Writing and Communication Program
 School of Literature, Media, and Communication
 Georgia Institute of Technology
 Spring 2022

Instructor:	Dr. Suchismita Dutta
Meeting Time and Place:	A4: MWF 9:30- 10:20 Clough 325 B: MWF 11-11:50 Clough 125 G4: MWF 12:30-1:20 Skiles 171
Office Hours:	M/W 1:20 p.m.-2:20 p.m. via BlueJeans or by appointment
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Course Description

From being famous for housing the busiest airport in the world to being known as the birthplace of Martin Luther King Jr to boldly owning its Dirty South hip-hop culture to being the focal point of a zombie apocalypse in *The Walking Dead*, Atlanta is a city with many faces. In this course, we will take Georgia Tech’s WOVEN (Written, Oral, Visual, Electronic, and Nonverbal)

approach to explore the past, present, and future of Atlanta. We will investigate some broad questions like: How has this city grown through its history of racial tension and trauma? How has technology transformed Atlanta into the new shining Silicon Valley? How did popular culture end up placing Atlanta as the center of a zombie apocalypse?

Multimodal texts will include *Atlanta Noir* by Tayari Jones, The Georgia Tech Living History archives, *Sidewalk Radio* with Gene Kansas, *The Atlanta Journal Constitution* among others.

You will be expected to write research-based artifacts, participate in weekly flash writing activities, prepare one conference-style presentation, and create a Portfolio as your final assignment.

Approach to the Course

This course is placed in the intersections of Media Studies, literary studies, and writing studies. Peer review, collaboration with classmates, active participation in classroom discussions, and revision are some of the methods that you will adopt to develop your own writing. The primary goal of this course is to hone your ability to think critically and help you become a more expedient and sophisticated writer. You will work with multiple sources, engage in inquiry-based projects, and present your findings in multimodal formats where appropriate using Georgia Tech's WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) approach. The assignments in this course are designed to be accessible and flexible enough to accommodate each individual student's varied interests. I am also happy to discuss modifications if you have academic or professional interests you would like to relate to the course material and assignment specifications. Please schedule a time with me if you are interested in this option.

Learning Outcomes

- **Rhetoric:** Create purposeful, audience directed artifacts that present well-organized, well-supported, well-designed arguments using appropriate conventions of written, oral, visual, and/or nonverbal communication.
- **Process:** Use recursive strategies, including planning, drafting, critiquing, revising, publishing/presenting, and reflecting confidently.
- **Multimodality:** Develop competence in major communication modalities (WOVEN) and understand that modalities work synergistically.
- **Collaboration:** Be productive in communities of practice—for example, as readers and critics, as team members and leaders—balancing their individual and collaborative responsibilities.
- **Critical Thinking:** Systematically analyze and question information in a manner that identifies and evaluates problems, processes, values, assumptions, and arguments in order to reach understanding, determine solutions, and initiate actions.

Required Texts

*WOVEN*Text by Cheryl E. Ball, Jennifer Sheppard, Kristin L. Arola.

All other readings will be available through [Canvas](#).

Summary of Major Artifacts and Activities

Participation – 10%

Our class will be oriented around discussion, so your active participation is essential.

Participation will be assessed on three main criteria:

- **Preparation:** come to class on time and ready to work; do the assigned reading and writing.
- **Discussion:** listen carefully to the instructor and other students; respond to others respectfully; ask thoughtful follow-up questions; take notes.
- **Collaboration:** contribute to group projects effectively; put serious effort into peer review; come to office hours.

Flash Writing Fridays (FWF) – 15%

As the name suggests, these weekly writing activities will help you become a more expedient writer and thinker. These are not individually graded assignments, rather these are opportunities for you to practice free writing throughout the semester. The FWF topics may include short journalistic pieces from the *New York Times*, *The New Yorker*, *The Guardian*, *The Atlanta Journal Constitution*, etc. It is mandatory to participate in all FWF tasks. If you successfully complete all the FWFs, you will get the full 15% of the total grade.

Artifact 0: First Week Diagnostic Video—5%

Deliverables:

- Diagnostic Video due— 1/19
- Reflection due— 1/28

You will create a 60-90 second video to introduce yourself, identify the course you are taking, and articulate a challenge you anticipate facing this semester in ENGL 1102. Begin by introducing yourself (name, major, hometown) and identifying your course (teacher, theme) in 10-15 seconds. Your video should articulate a challenge relating to one of the modes—written, oral, visual, electronic, or nonverbal communication—that you’ll be engaging with in class projects this semester. What challenges do you expect to face in relation to this mode? How might you overcome these challenges? Use specific examples. You might also use this assignment as an opportunity to set goals for yourself in terms of a specific mode of communication or in terms of developing a specific skill. To submit your video in Canvas: first upload it to “My Media,” then embed a link to it in the assignment page. After submitting your video, you will write a one-page reflection considering how and why you made the choices you made in completing the assignment.

Artifact 1: Atlanta through Writing and Oral History—15%

Deliverables:

- Proposal—due 2/7
- Final—due 2/14

- Reflection due: 2/23

This artifact has 2 components. Component 1 requires you to write a comparative critical analysis based on our reading of *Atlanta Noir*. Component 2 requires you to conduct an interview with an Atlanta resident. This artifact uses the W, O, E & N elements from the WOVEN methodology.

Artifact 2: Visualizing the City Scope—15%

Deliverables:

- Proposal—3/7
- Final—due 3/14
- Reflection due: 3/25

This artifact has 2 components. Component 1 requires you to write a response paper based on our multi-genre readings. Component 2 requires you to use photographic evidence and conduct a visual analysis of the city scape of modern-day Atlanta. This artifact uses W, V, & E of the WOVEN methodology.

Artifact 3: Archival Research & Conference Style Presentation—15%

Deliverables:

- Proposal—due 4/8
- Reflection- TBD

The goal of this project is to use all the elements in W, O, V, E, N methodology. Based on the metadata you collect from your archival research at the Georgia Tech Living History Archives, your group will prepare an interactive digital project and an oral presentation (15 mins max) to be showcased at the Data Visualization Lab, Crossland Tower.

Final Portfolio—25%

Deliverables

- Contents page due— TBA

For the culminating assignment, you will submit a [multimodal reflective portfolio](#) in lieu of a final exam. For your multimodal reflective portfolio, you will select evidence from your body of work produced in the course, provide a context for this evidence, and describe the ways in which the evidence supports your argument that you have grown as a communicator. You should identify not only what you rhetorical, aesthetic, and technical choices you made, but why you made them in relation to the course outcomes. Your portfolio must include: 1) Reflective Introduction to the Portfolio: A page for a 1,200-1,800 word essay that introduces your portfolio and strategically employs multimodal elements such as images, videos, audio files, and/or links to accompany your text and demonstrate to your audience how your communication habits have evolved. 2) Artifact 0: A page for your multimodal diagnostic video, which you produced during the first week of class, along with a reflection answering the directed reflection questions about the artifact. 3) Artifacts 1-3: A page for each of three additional artifacts that together best reflect your work and development in the course, along with an introductory paragraph and short reflections (150-200 words) answering the directed reflection questions for each artifact. These artifacts should highlight your development in all WOVEN modes. Your portfolio will be due during our final exam period.

Grading Scale

Percentage	Grade	Description
98-100	A+	Superior performance: rhetorically, aesthetically, and technically. Brilliant conception and exceptional execution. No errors.
93-97	A	
90-92	A-	
87-89	B+	High quality performance: rhetorically, aesthetically, and technically. Good conception and strong execution. Few errors.
84-86	B	
80-83	B-	
77-79	C+	Average performance: rhetorically, aesthetically, and technically. Acceptable conception and competent execution. Some errors.
74-76	C	
70-73	C-	
67-69	D+	Below average performance: rhetorically, aesthetically, and technically. Flawed conception and poor execution. Many errors.
64-66	D	
60-63	D-	
0-59	F	Unacceptable performance: rhetorically, aesthetically, and technically. Failure to meet even minimum criteria.

Covid Statement

Given the times we are in, your health and well-being should be your primary concern. Keeping that in mind, I encourage you to wear an appropriate face covering in class. The classroom is a shared, enclosed space and I strongly believe wearing a mask will ensure your safety. For more information please see, current [CDC guide to masks](#).

Late Assignments

All assignments are due by the time and date specified. I will not accept late work without granting advance permission via email, and permission is not guaranteed. Late work will cause your grade for the assignment to decrease by one letter grade for each day (not class day) the assignment is late. This includes weekends. Email me as soon as possible if you feel your situation warrants an exception to this rule. Bring appropriate documentation to this meeting. Emergencies will be dealt with on a case-by-case basis.

In the case of group/collaborative work, failure to contribute to the group's project in a timely and reasonable manner will result in the student in question failing that particular assignment. Specifics and extenuating circumstances will be dealt with on a case-by-case basis.

Missing and Missed Assignments

Except for your 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.”

Please familiarize yourself with the Georgia Tech Writing and Communications Program’s [Common Policies](#) about evaluation rubrics (grading), course completion, attendance requirements, participation in class, non-discrimination, the Communication Center, accommodations, academic misconduct, syllabus modifications, and learning outcomes. You will be responsible for these policies, and when you sign the Statement of Understanding, you affirm you are familiar with these policies.

Communication

Please allow a minimum of 24 hours for me to respond to all emails. Students are expected to check their email at least once a day. Emails in reference to team projects should CC all team members. All submitted files must have the student’s name in the file name: for example: Smith_ResearchReport.docx. A 10% penalty will be deducted for all assignments missing a name. I cannot discuss grades via email; please plan to come to office hours with these questions.

Attendance

The Writing and Communication Program has a Program-wide attendance policy, which allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students).

- **Attendance requirement.** Students may miss a total of three (3) classes for T/Th or M/W classes or four (4) for M/W/F classes over the course of the semester without penalty.
- **Reasons for absences.** The attendance policy does not make any distinction about the reasons for your absences. Only absences officially exempted by the Institute (e.g., due to participation in official Georgia Tech athletics, to religious observance, to personal or family crisis confirmed 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.
- **Absence penalties.** Each additional absence after the allotted number deducts one-third of a letter grade from a student’s final grade. Missing six (6) classes in a T/Th or M/W course or eight (8) classes for a M/W/F course may result in failure of the class, as determined by the instructor of the course in consultation with the Director and Associate Director of the Writing and Communication Program.
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.

Late Assignments

All assignments are due at 11:59 pm on the day they are due. For each day that an assignment is late, 5% will be deducted from the grade. If you will not be able to turn in an assignment on time, please let me know so that we can reach a fair accommodation.

Course Completion

In all sections of ENGL 1102, not completing any component of the course, including projects, assignments, or workshops, may result in failure of the course, as determined by the instructor in consultation with the Director and Associate Director of the Writing and Communication Program.

Writing Workshops and Peer Review

We will devote several class sessions to reading each other's work. These workshops are critical to fulfilling our course goals, so missing them may result in a lower participation grade. You are expected to come to class having read and made comments on your fellow students' work so that we can devote class time to discussing each other's drafts in small groups. These workshop sessions will be essential to helping you revise your work for your final portfolio.

Electronics

Please only use laptops and tablets for class purposes. Failure to do so may result in a lower participation grade. I have a strict *no-phone* policy in class.

Academic Integrity

Cheating and plagiarism are serious violations of the Georgia Tech [Academic Honor Code](#). Plagiarism is intentionally passing off sentences, paragraphs, or entire papers written by someone else as your own original work or submitting whole or partial projects produced for other classes. When you intentionally use language, ideas, images, or other material without fully acknowledging its source/authorship in citation, you will receive an F for engaging in academic dishonesty and be referred to the [Office of Student Integrity](#), as required by Georgia Tech policy.

Copyright and Attribution

When incorporating images or video into your work be sure to properly cite the source, even if it's in the public domain. You should not use material for which the copyright holder reserves all rights. You can adjust your search settings to account for attribution in your search engine. It may be useful to search for media through [Creative Commons](#).

Accessibility

Any student who may require accommodation for a documented disability should inform me during the first week of class or when you become aware of your disability. Students who anticipate difficulties with the content or format of the course due to a documented disability should arrange a meeting with me at the beginning of the semester, so we can create a workable plan for your success in the course. The [Office of Disability Services](#) serves any Georgia Tech student who has a documented, qualified disability. Official documentation of the disability is required to determine the eligibility for accommodation or adaptations that may be helpful for this course.

Communication Center

Bring your projects, at any stage of the writing process, to the Naugle [CommLab](#). The CommLab is an excellent resource for all students working on white papers, oral presentations, storyboards, videos, poster designs, podcasts, or professional materials. Make your [appointment online](#) to meet with a tutor in Clough Commons, Suite 447.

Student Success

Attending college can be stressful. Don't hesitate to ask for help if you're feeling overly anxious, overwhelmed, or depressed. You can reach out to the [Division of Student Life](#) or make an appointment at the [Counseling Center](#).

Additionally, here is a list of other resources that might support your health and wellbeing:

- CARE—Center for Assessment, Referral, and Education (walk-in mental health services/resources): <https://care.gatech.edu>
- Crisis (24/7 mental health counselors): <https://counseling.gatech.edu/content/students-crisis>
- Distress: <https://counseling.gatech.edu/content/distressed-students-guide>
- Sexual Assault: <https://counseling.gatech.edu/content/sexual-assault-response>
- Suicide Prevention: <https://endsuicide.gatech.edu/>
- STAR—Students' Temporary Assistance and Resources (help with food, shelter, clothing, and other necessary resources): <https://studentlife.gatech.edu/content/star-services>

Non-Discrimination

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. For more information and specific details about all other policies, please see [Office of the Dean of Students](#).

Tentative Schedule

Date	Topic	Readings	Writing
M 1/10	Introduction	Intro to the course (online)	
W 1/12	Course schedule Communication competence	Discuss the syllabus (online) <i>WOVENText</i> , Chapter 2: pg. 13-15	Homework: Review syllabus. Bring questions to class.
F 1/14	Multimodal communication City of Atlanta, GA	<i>WOVENText</i> Chapter 2, pg. 18-21 The city's multifaceted history (online)	Diagnostic video discussion
M 1/17	No class	Martin Luther King Jr. Day	
W 1/19	What is noir? Why read this book?	Discuss background, author, theme of <i>Atlanta Noir (AN)</i> (2017) by Tayari Jones	Diagnostic Video due 11:59 p.m.

F 1/21	Close reading	“Snowbound” (AN) by Tananrive Due	FWF activity Homework: Note 3 important takeaways and post on Canvas
M 1/24	Discussion questions	Continued	
W 1/26	Atlanta through another lens	“The Prisoner” (AN) by Brandon Massey	Homework: Note 3 important takeaways and post on Canvas Read “The Prisoner”
F 1/28	Continued...	“The Prisoner”	FWF activity Homework: Diagnostic Video reflection due
M 1/31	Atlanta’s past and present	Tayari Jones’ portrayal of Atlanta, writing style and connecting Atlanta’s history with its present	Finish reading “The Prisoner” and “Snowbound”
W 2/2	Brainstorm ideas: Artifact 1	Discuss artifact 1 prompt	
F 2/4	The interview component	How to conduct an interview for research purposes?	FWF activity Homework: Work on the proposal
M 2/7	Workshop proposals	Present proposal ideas in class. Get feedback in class.	Proposal due 11:59 p.m. Homework: Begin writing Artifact #1, draft #1
W 2/9	Peer review	Peer review of Artifact #1 draft #1	Work on Artifact #1
F 2/11	Workshop draft#2	Draft #2 due in class	
M 2/14	CDC and the Zombie apocalypse	“Don’t be a Zombie be prepared”: The CDC : A Healthy History, <i>Sidewalk Radio</i> with Gene Kansas	Artifact #1 due 11:59 p.m.
W 2/16	Atlanta’s Zombie pandemic in popular culture	Reviewing Atlanta in “The Walking Dead,” Season 1, Episode 1 Preparedness 101 by the CDC	Homework: Watch “The Walking Dead,” Season 1, Episode 1 and answer discussion questions
F 2/18	Apocalypse conversations	Continued...	FWF activity
M 2/21	Atlanta criminal history check	Atlanta child murders	
W 2/23	Atlanta criminal history check	<i>Leaving Atlanta</i> by Tayari Jones: pg: TBD	Homework: Read pgs: Artifact #1 reflection due
F 2/25	Continued...	Discuss main themes	FWW activity

M 2/28	Tech boom in Atlanta	How did Atlanta become the Tech hub of the American south? Reality Check: Is Atlanta really the new high-tech hub?	Atlanta as the Tech hub: Note 10 bullet points and post on Canvas
W 3/2	Sights, sounds, and taste of Atlanta	Why Everything's Called Peachtree? Sounds of Buford Highway Farmers Market: Sidewalk Radio with Gene Kansas	
F 3/4	Artifact 2	Artifact 2 prompt discussion	FWF activity Homework: work on the proposal
M 3/7	Artifact 2 Proposal	Proposal workshop	Homework: Work on draft #1
W 3/9	Artifact 2 Draft #1	Peer Review	Homework: Work on draft #2
F 3/11	Artifact 2 draft #2	Writing workshop	Homework: Work on the final draft
M 3/14	GaTech's placemaking in Atlanta	First black students @Tech First women @Tech	Artifact #2 due by 11:59 p.m.
W 3/16	Continued	GaTech history Sign up for presentations	Make your notes
F 3/18	Atlanta 2040	The future of the city	FWF activity
M 3/21	Spring break	<i>No class</i>	
W 3/23	Spring break	<i>No class</i>	
F 3/25	Spring break	<i>No class</i>	Reflection of Artifact#2 due
M 3/28	Artifact 3 prompt discussion Archival research	<i>The Art of Public Speaking</i> , Chapter 1, " Acquiring Confidence Before an Audience. " 2005, pp. 7-10 <i>WOVENText</i> 210-212 The research process	Collect metadata
W 3/30	Working with collaborators	<i>WOVENText</i> 100-108, discuss Artifact 3 prompt	
F 4/1	Hands-on Exploration	Class visit to the Atlanta History Archives at GaTech supervised by Alison Reynolds (Instruction Archivist)	FWF activity
M 4/4	Group work	Organize metadata and brainstorm presentation ideas	Homework: Organize your ideas
W 4/6	Group work	Draft the official proposal along with a statement on the division of labor	
F 4/8	Workshop	Present proposal in class to get feedback	FWF activity: submit proposal on Canvas
M 4/11	Conference Presentations	@Data Visualization lab: Assisted by Ximin Mi (Data Viz. Librarian)	
W 4/13	Conference Presentations	@Data Visualization lab	

F 4/15	Conference Presentations	@Data Visualization lab	
M 4/18	PORTFOLIO prep week	Discuss final portfolio expectations	
W 4/20	Building your final portfolio	<i>WOVENText</i> 32-35 Brainstorm key findings	
F 4/22	Workshop	Portfolio workshop	
M 4/25	Workshop	Portfolio workshop	
		Portfolio submission date TBD	