

# English 1102

## The Georgia Surreal Region Without Nostalgia

"Whenever I am asked why Southern writers particularly have a penchant for writing about freaks, I say it is because we are still able to recognize one."  
Flannery O'Connor

Tuesdays and Thursdays  
Section HP1  
9:35 – 11:05  
Swann 2016

Dr. Monica Miller  
monica.miller@lmc.gatech.edu  
Office Location: Hall 113  
Office Hours: T/Th, 8:30-9:30 and by  
appointment

## Course Goals

English 1102 introduces students to the principles and practices of communication they need in their academic and professional lives. The goal of classes in the Writing and Communication Program is for students to develop competence and confidence in all communication modalities (Written, Oral, Visual, Electronic, and Nonverbal) and to understand how effective communication balances multiple modalities thoughtfully and synergistically. English 1102 addresses rhetorical principles and multimodal composition while it introduces research as well as cultural studies and literary/discourse analysis. Students will develop an understanding of the genre on which the project focuses as well the rhetorical processes involved in creating examples of that genre. Projects will create purposeful, audience-directed texts that present well-supported arguments using appropriate conventions of written, oral, visual, and/or nonverbal communication. Using the learning outcomes established by the University System Board of Regents, and the Council of Writing Program Administrators, Georgia Tech's Writing and Communication Program has set the following desired learning outcomes and learning expectations for English 1102.

## Course Description

Separated by twenty years in age, twenty miles geographically, and an immeasurable gulf in terms of race and wealth, the authors Flannery O'Connor and Alice Walker nevertheless share enough of a geographical and spiritual bedrock to make reading them together an enriching experience. Although they never met, O'Connor and Walker both construct rich yet unromantic portraits of the American South through their depictions of the intersections of race, gender, class, and spirituality in mid-century, central Georgia. In this class, we will use the work of these two authors as a jumping off point to consider what scholar Mab Segrest has characterized as the "Georgia Surreal," the iterations of the Gothic and the sublime that seem to permeate so much of the literary and artistic productions with their roots in rural Georgia. In addition to the work of these two authors, we will also examine texts--written, visual, and aural--which illuminate these themes, including Jean Toomer's *Cane*, Brent Hendricks' *A Long Day at the End of the World*, as well as music by REM and OutKast, and artwork by Howard Finster and St. EOM. Why have so many Georgia artists infused their work with the mythic, mystic, or mysterious? How is the Southern Gothic inflected in Georgia works? How has history affected the landscape, the people, and the culture?

The class will be run seminar-style, will opportunities for sustained discussion and collaborative work. While these Georgia works will be the subject of our inquiries, keep in mind that our primary focus is analysis, argument, and research, creating multimodal artifacts which engage with contemporary discourses about the Southern Gothic, author studies, gender studies, trauma studies, southern studies, American studies, critical race studies, and other themes as they arise.

# Embedded Artist Program

This course is part of a special semester-long project inviting a professional artist to be part of our class—to be embedded in our class. The artist joining us this semester is [Jennifer Edwards](#), a facilitator, award-winning writer, a choreographer, and educator. She will be working with us on many aspects of our podcast project for the course. The goal of working with an **embedded artist** is to foster creativity and critical thinking in ways that enhance your learning about WOVEN communication, especially when you think and communicate about humanistic perspectives related to science and technology. You will have opportunities to expand and strengthen many aspects of your communication competence, particularly relating to how science and technology influence creative and reflective processes. The Embedded Artist Project is sponsored by Georgia Tech's Writing and Communication Program and Georgia Tech's Office of the Arts. It is funded by a GT FIRE grant.

## Required Materials

- *WOVENText* (Online edition)
- Richard E. Miller & Ann Jurecic, *Habits of the Creative Mind*
- J. Niimi, *Murmur* (33-1/3 Book)
- Flannery O'Connor, *Complete Short Stories*
- Alice Walker, *In Search of Our Mothers' Gardens*
- Jean Toomer, *Cane* (Norton Critical Edition)
- Brent Hendricks, *A Long Day at the End of the World*
- Laptop computer—please bring to class daily.
- Access to T-Square and various web-based resources.

*\*\*Note! You must bring your readings to class. If you come unprepared (without easily accessible readings), you will not be able to earn full participation points.\*\**

## Important Dates

**Multimedia video assignment**  
*Tuesday, 1/17*

**Quilt block, artist's statement,  
and reflection**  
*Friday, 2/10*

**Annotated Bibliography**  
*Tuesday, 2/28*

**Keyword essay and reflection**  
*Friday, 3/10*

**Podcast**  
*Friday, 4/14*

**In-Class Q&A**  
*Tuesday, 4/18*

**Portfolio**  
*Tuesday, 5/2, 5:40 pm*

## Writing & Communication Program Policies

Department policies are available [here](#). Please visit the link via T-Square and read the policies posted by the Writing and Communication Program, information which you are responsible for knowing.

## Assignment Weights

- Multimedia Literacy Project.....5%
- Participation.....10%
- In-class work/Quizzes.....10%
- Quilt Block Project.....10%
- Annotated Bibliography.....10%
- Keyword Project.....15%
- Podcast Project.....20%
- Portfolio.....20%

## Grade Scale

- 90-100.....A
- 80-89.....B
- 70-79.....C
- 60-69.....D
- Below 60.....F

## Course Late Work Policy

**Assignments** must be handed or submitted electronically by the beginning of class in which they are due. Make sure to check that you've received a confirmation email or can see the document in T-Square. Anything uploaded more than ten (10) minutes late will be considered a late assignment and will be appropriately penalized.

**Late assignments** are accepted after they were initially due for a penalty of one letter grade (10%) credit per day. This is calculated by grading the assignment as normal and then subtracting points.

**Make-up work.** 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. Participation points cannot be made up, although there may be opportunities for extra credit work which may count toward participation.

## Academic Misconduct

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. I strongly urge you to be familiar with these Georgia Tech sites:

- **Honor Challenge**  
<http://www.honor.gatech.edu/>
- **Office of Student Integrity**  
<http://www.osi.gatech.edu/index.php/>
- **Process for academic misconduct**  
<http://www.osi.gatech.edu/plugins/content/index.php?id=15>

# Course Participation Grading

This is a very active, participatory class. As community and collaboration are goals of the class, absence and tardiness are detrimental to the success of the class. Please note that the attendance policy of the Georgia Tech Writing and Communication Program specifies that:

Students may miss a total of three classes (3) for T/Th classes over the course of the semester without penalty . . . . Each additional absence after the allotted number deducts one-third of a letter grade from a student's final grade. Missing six (6) classes for a T/Th course results in automatic failure of the class.

In this class, participation counts as 10% of your grade. Given the small, seminar nature of the course, I expect that everyone will read and participate in discussions about the materials. We will have whole class discussions, small group work, and other activities that will all contribute towards your participation grade. Even if you are shy, however, please speak up in class! I expect everyone to make an effort and say something substantive in whole class discussions at least twice a week during the course of the semester. Substantive participation indicates you have done the readings and are connecting them to larger course themes through your oral, written, and non-verbal communication practices. If you are surfing the web, emailing, working on assignments for other classes, or are otherwise occupied, you will be marked with a 0 for that day. Cell phones must be turned off during class unless you are specifically using it for an assignment.

## Resources

There are a number of services and resources of which you, as a Georgia Tech student, should be aware. First, make sure that you know your academic advisor and how to contact him or her. Here are a few additional resources you may find useful; I encourage to become familiar with as many of these as you can:

- [Disability Services/ADAPTS](#)
- [Georgia Tech Communication Center](#)
- [Karen Viars, Humanities Librarian](#)  
Office Hours: Skiles 342 Tuesdays from 9-11 a.m., and by appointment.
- [Dean of Students](#)
- [Stamps Student Health Services](#)
- [Intercollegiate Athletics](#)
- [Campus Recreation Center](#)
- [Women's Resource Center](#)
- [Pride Alliance](#)
- [DramaTech Theater](#)
- [Poetry at Tech](#)

In addition, your Buzz Card entitles you to a number of student discounts around the area. Check out discounts on [MARTA passes](#), the [High Museum](#), the [Ferst Center for the Arts](#), and many other local attractions. Always ask if student discounts are available!

## Course Schedule

**The course schedule is posted on a Google doc [HERE](#).**

*This syllabus—especially the required reading and assignment schedule—may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.*