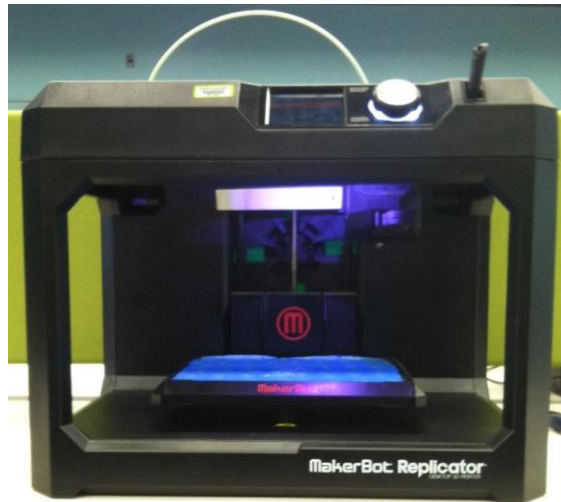


ENGL 1101: Makers and Makerspaces



Making is fundamental to what it means to be human. We must make, create, and express ourselves to feel whole. There is something unique about making physical things. These things are like little pieces of us and seem to embody portions of our souls.

—Mark Hatch, The Maker Movement Manifesto

Basic Course Information

Section B-2
Monday/Wednesday/Friday
11:05-11:55
Skiles 156

Monica Miller, PhD
monica.miller@lmc.gatech.edu
Office Location: 113 Hall Building
Office Hours: M and W 1:00-2:00
And by appointment

Course Description

In broad terms, maker culture is a technology-based expansion of DIY (“Do It Yourself”) culture. Places designated as makerspaces provide “access to tools, materials, and mentorship. Makerspaces also develop an active community of makers who collaborate on projects and share their work . . . makerspaces not only promote making but also develop an ecosystem that contributes to the economic and cultural life of a community.”¹ Ultimately, we will approach this class as a “makerspace,” a collaborative community in which students will work both individually as well as in a variety of team situations. In the spirit of Maker culture, the values of collaboration, creativity, and play will be emphasized. In this section of 1101, we will investigate the evolution of maker culture, maker ideology, as well as look at a variety of maker texts. Within our own classroom community, we will complete projects that enhance your written, oral, visual, electronic, and nonverbal (WOVEN) communication skills.

¹ Maker Education Initiative, “Letter to President Obama on Makerspaces for Young Makers.”

Course Goals

English 1101 introduces rhetorical principles and multimodal composition. Students will develop competence in all communication modalities (Written, Oral, Visual, Electronic, and Nonverbal—*WOVEN*) and to understand how effective communication balances multiple modalities thoughtfully and synergistically. 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 1101.

Required Materials

- *Makers: The New Industrial Revolution*—Chris Anderson. Crown Business, 2012. ISBN 978-0307720955
- *WOVEN Textbook*-- Georgia Tech textbook, available at the bookstore.
- Laptop computer—please bring to class daily.
- 3x5 Index Cards—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.**

Assignments and Grading	Grade Scale
◆ Common Reading Project.....5%	◆ 90-100A
◆ Participation.....10%	◆ 80-89B
◆ In-class work/Quizzes.....10%	◆ 70-79C
◆ Text Analysis.....15%	◆ 60-69D
◆ Group Project.....20%	◆ Below 60F
◆ Individual Maker Project.....20%	
◆ Portfolio.....20%	

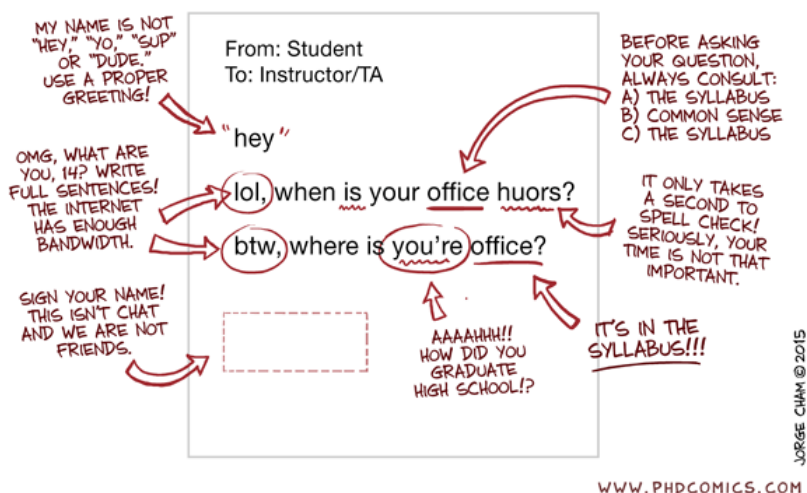
Important Course Deadlines

- | | |
|-----------------------------------|---|
| ◆ Friday, 9/18 | Text Analysis Paper Due |
| ◆ Wednesday, 10/14 | Group Project Due |
| ◆ Wednesday, 11/25 | Final Project Due |
| ◆ Wednesday, 12/9, 10:50AM | Portfolio Due at Final Exam Time |

Writing and Communication Policies

Department polices 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.

HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



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.

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 **four classes (4)** for M/W/F 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 eight (8) classes for a M/W/F course results in automatic failure of the class.*

In order to encourage promptness as well as foster a creative and playful mindset, we will use Lynda Barry's index card attendance method from her book *Syllabus: Notes from an Accidental Professor* (the book is on reserve at the library, if you're interested in her other approaches to incorporating creativity into the classroom; instructions are available on T-Square). At 11:10 each day, I will collect your index cards on which you will write your name, the date, and a 2-minute self-portrait of yourself. If you are late to class, you may submit this card at the end of class for partial attendance credit. *(Please note that three "tardies" will count as one absence.)*

In this class, participation counts as 10% of your grade. 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.

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>

Syllabus Modifications

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.

Resources

There are a number of services and resources of which you, as a Georgia Tech student, should be aware. First, makes 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](#)
- ◆ [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!



**Take chances.
Make mistakes.
Get messy.**