



English 1102: From *Mockingbird* to *Watchman*

Course Information:
English 1102-K3
Tuesdays and Thursdays
8:05-9:25 A.M.
Hall 103

“For thus hath the Lord said
unto me, Go, set a
watchman, let him declare
what he seeth.”—Isiah 21:6



Instructor:
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Office Location: Hall 113
Office Hours: Tuesdays and
Thursdays, 9:30-11:00am 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.

Thematic Description

2015 saw the publication of *Go Set a Watchman*, the manuscript that author Harper Lee originally sent to the J.B. Lippincott publishing company in 1957. This manuscript, after significant revision, eventually became the 1960 Pulitzer Prize-winning novel *To Kill a Mockingbird*. In this class, we will consider the *Mockingbird* phenomenon from a variety of perspectives, including the reception and legacy of the original novel; the effect of the 1962 movie adaptation on the novel's legacy; the place of Harper Lee in literary history; the role of archival documents and research; the historical context of the Civil Rights movement; *Watchman*'s release in the context of the #BlackLivesMatter era; as well as the novel's reflection of nascent second wave feminism. Along with the two novels and the film, major readings will also include Sylvia Plath's 1963 novel *The Bell Jar*, Truman Capote's 1948 novel *Other Voices, Other Rooms*, and Ta-Nehisi Coates' 2015 *Between the World and Me*, released the same day as *Go Set a Watchman*.

Required Materials

WOVENText

Bedford/St. Martin's, 2015. (The same textbook used in English 1101 Fall 2015)

To Kill a Mockingbird

Harper Lee (1960)

Go Set a Watchman

Harper Lee (2015)

Between the World and Me

Ta-Nehisi Coates (2015)

Other Voices, Other Rooms

Truman Capote (1948)

The Bell Jar

Sylvia Plath (1963)

To Kill a Mockingbird

Dir. Robert Mulligan (1962)

(It is available at the reserve desk in the library for library viewing, or may be viewed through *Amazon.com* streaming, or via other methods. The Atlanta Public Library also has many copies circulating.)

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.*****

Assignments and Grading

Common Reading Project	5%
Classwork and Quizzes	10%
Participation/QHQs	10%
Comparative Text Analysis	10%
Book Cover Project	10%
Annotated Bibliography	10%
Podcast Project	25%
Portfolio	20%

Grade Scale

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

Important Course Deadlines

- Project One Video
Due Tuesday, 1/19
- Comparative Text Analysis
Due Friday, 2/19
- Book Cover Project
Due Friday, 3/18
- Annotated Bibliography
Due Tuesday, 4/19
- Podcast
Due Friday, 4/22
- Portfolio
*Due at Final Exam Time:
Thursday, 4/28, 5:40pm*

Course Late Work Policy

Assignments must be handed in or submitted electronically by the beginning of class in which they are due, unless otherwise noted on the assignment. 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.

Make-up work. You are responsible for finding out what work and information you miss during your absences. 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.

Course Participation Grading

The Writing and Communication Program has a [program-wide participation policy](#). In this class, participation counts as 10% of your grade. 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. I expect that everyone will read and participate in class activities and discussions about the materials. We will have whole class discussions, small group work, and other activities that will all contribute towards your participation grade. If you are surfing the web, emailing, working on assignments for other classes, or are otherwise occupied, you will be marked with a zero for that day. Cell phones must be turned off during class unless you are specifically using it for an assignment.

There is a weekly QHQ assignment which will form part of your weekly participation grade; it is due by class time on Tuesdays. More information about the QHQ assignment is available on T-Square.

Writing and Communication Policies

Department policies are available [here](#). I expect you to read the policies posted by the Writing and Communication Program. *You are responsible for knowing this information.* Please pay particular attention to policies regarding attendance.

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](#)

[Office of Student Integrity](#)

[Process for academic misconduct](#)

Syllabus Modifications

This syllabus—particularly 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, 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:

[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!

Spring 2016 Schedule

All readings/projects are due on the day listed

Week Date Topic Readings and Work Due

Introduction and Project One Project

1	Tu 1/12	Course Introduction	
	Th 1/14	Course Overview Project One Project	*Review syllabus; come with questions/concerns about syllabus *Sign and return syllabus form *Read Project One story

The Mockingbird Phenomenon

2	Tu 1/19	<i>To Kill a Mockingbird</i>	*Project One Video link should be submitted to T-Square by class time. *Comparative Text Analysis Introduced *Read <i>TKAM</i> Chapters 1-11
	Th 1/21	<i>To Kill a Mockingbird</i>	**Meet in Communication Center in Clough at start of class!! *Read <i>TKAM</i> Chapters 12-15 *Read <i>WOVEN</i> 33-42
3	Tu 1/26	<i>To Kill a Mockingbird</i>	*Read <i>TKAM</i> Chapters 16-24 *Read Thesis Statements (<i>T-Square</i>)
	Th 1/28	<i>To Kill a Mockingbird</i>	*Read <i>TKAM</i> Chapters 25-end *Read <i>WOVEN</i> 659-662
4	Tu 2/2	<i>To Kill a Mockingbird: Novel v. Film</i>	*Working thesis statement due

			*Deadline for watching <i>TKAM</i> film *Read <i>WOVEN</i> 308-311, 313-317 ("The Genre's Conventions")
	Th 2/4	<i>Go Set a Watchman</i>	*Read <i>GSAW</i> Chapters 1-8 *Read <i>WOVEN</i> 85-94
5	Tu 2/9	<i>Go Set a Watchman</i>	*Read <i>GSAW</i> Chapters 9-14
	Th 2/11	<i>Go Set a Watchman</i>	*Read <i>GSAW</i> Chapters 15-end *Read <i>WOVEN</i> 783-785; 791-795
6	Tu 2/16	Rough Draft Workshop	* Completed Rough Draft must be submitted to T-Square by class time *Final artifact grade will include points from full participation in rough draft workshop
	Th 2/18	In-Class Work Day	*Attendance is optional
	Friday, 2/19, 5:00pm: Comparative Analysis Due		

The Southern Gothic

7	Tu 2/23	<i>Other Voices, Other Rooms</i>	*Read <i>OVOR</i> Chapters 1-5 *Book Cover Project Introduced
	Th 2/25	<i>Other Voices, Other Rooms</i> Introduction to Research	*Read <i>OVOR</i> Chapters 6-8 *Read <i>WOVEN TBA</i> *Annotated Bibliography assignment
8	Tu 3/1	<i>Other Voices, Other Rooms</i>	*Read <i>OVOR</i> Chapters 9-end
	Th 3/3	Visual Rhetoric	*Read <i>WOVEN TBA</i>

Second Wave Feminism

9	Tu 3/8	<i>The Bell Jar</i>	*Read <i>Bell Jar</i> Chapters 1-10
	Th 3/10	Book Cover Project <i>Virtual Class</i>	* No in-class meeting *Book cover project proposal due by class time *Online class activity

10	Tu 3/15	<i>The Bell Jar</i>	*Read <i>Bell Jar</i> Chapters 11-end *Annotated Bibliography assigned
	Th 3/17	Rough Draft Workshop	*Completed Rough Draft must be submitted to T-Square by class time *Final artifact grade will include points from full participation in rough draft workshop
	Friday, 3/19, 5:00pm: Book Cover Project Due		
11	Tu 3/22	<i>Spring Break</i>	
	Th 3/24		
The Era of #BlackLivesMatter			
12	Tu 3/29	Oral Communication	*Read <i>WOVEN TBA</i> *Podcast assignment
	Th 3/31	Podcast Creation	*Read <i>WOVEN TBA</i> *In-class workshop
13	Tu 4/5	<i>Between the World and Me</i>	*Read <i>BTWAM</i> Part I
	Th 4/7	<i>Between the World and Me</i>	*Read <i>BTWAM</i> Parts II and III
14	Tu 4/12	Podcast Pitches	*Podcast Proposal Due *Podcast In-Class Pitches
	Th 4/14	Rough Draft Workshop Annotated Bibliography	

15	Tu 4/19	Rough Draft Workshop Podcast Script	<i>*Final Annotated Bibliography Due</i> <i>*Completed script must be uploaded to T-Square by class time</i> <i>*Final artifact grade will include points from full participation in rough draft workshop</i>
	Final Portfolio		
	Th 4/21	Final Portfolio	<i>*Read WOVEN TBA</i>
	<i>Friday, 4/22, 5:00pm: Final Podcast Due</i>		
16	Tu 4/26	In-Class Work Day	<i>*Attendance is optional</i>
	Th 4/28	Final Portfolio	<i>*Completed portfolio URL must be submitted to T-Square by 5:40 P.M.</i>