ENGL 1101: 'If Not Us, then Who?':
Student Activism, 1960-2015

Sheila Pree Bright, "Young Americans"

ENGL 1101 C2 8:05 MWF Clough Undergraduate Commons 123
ENGL 1101 A4 9:05 MWF Clough Undergraduate Commons 131

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Office Hours by Appointment on M, W, or F

Class Description

This course aims to make you a more effective, powerful, creative communicator. The course's themes, readings, activities, and assessments are designed to amplify your existing strengths—whether written, oral, visual, electronic, or nonverbal (WOVEN)—as well as build new strategies. For example, you will conduct ethnographic interviews, learn to analyze documentary films and photojournalism and use those modes in your own work, collaborate with local youth to expand the reach of their mentoring and leadership programs, and create a final project artifact that answers a real need among student activists and leaders in the metro-Atlanta area. In the course, we take a compelling ride through the major student movements of the post-war period, beginning in 1960 and making our way up to the present day. From the fearless nonviolent student activists of the Civil Rights era who endured beatings and bus-burnings to the bold youth of the 1999 "Battle in Seattle" who faced tear gas and riot police, American students of the modern era have a great deal to teach us. The price of the ticket is your commitment to honing, diversifying, and strengthening your own communication strategies. Other course aims include engagement with local, student-led social justice campaigns; cogent analysis of the relationship between democracy and public schooling; cultivation of a long, analytical view of student activism across time; and development of your awareness of yourself as an agent of change on campus, in Atlanta, and in the world.

Required Texts

John Lewis, Andrew Aydin, and Nate Powell, *March: Book One*. Available at campus bookstore.

WOVENtext. This is the official textbook for Georgia Tech's Writing and Communication Program. It is available at the bookstore.

All other readings will be available as PDFs or links through the course's T-Square site. You can identify the PDF using the **boldface last name or document title** in the course schedule. In some cases, you will just click a link to an online article in the *Atlantic,* the *New York Times,* and so on. This should go without saying, but if for some reason a link is no longer live, Google the author's name and title.

Required Resources—the Usual

Materials to Take Notes: Come bearing notebook and pen or bring your laptops or tablet to class to take notes. (For some class activities, I will require that you bring your laptop, and I'll give you advance notice and an email reminder.) Keep in mind, however, that I will know—even if you think you're being sly—when you are using your laptop as directed for class activities and when you are g-chatting, googling, gaming, et cetera. Your participation grade will suffer if you are up to the aforesaid tricks.

Your Readings: Bring your texts that we're reading/studying to class. If the reading is in PDF, you don't have to print out your readings, but you MUST be able to access them in class and you should use your laptop, not use your phone, to do so.

Software/Technology: For some projects, you'll need to record audio and images; if your phone doesn't have these capabilities, or you don't want to use your phone, you can check out equipment such as camcorders or iPads from the library's Gadgets and Multimedia Equipment (http://libguides.gatech.edu/gadgets). The library's Multimedia Commons also has the Adobe Creative Suite including Dreamweaver, which you may wish to use in this course. Please note that Georgia Tech has institutional access to Lynda.com, the technology tutorial website—a great resource to utilize for our course and others.

Grading

Due dates are provided for assignments on the tentative schedule. Instructions for these assignments will be given to you with plenty of time to discuss them with me and/or your peers before they are due. Should you have any questions, concerns, or issues about an assignment, you should speak to me *before* the due date. Your work will be assessed holistically according to the programmatic rubric available here: **http://blogs.iac.gatech.edu/wcppolicies/**

- ***Revisions and Rewrites***. You will have one rewrite opportunity. You'll submit a request to me within 72 hours of receiving your grade, and I'll approve your request

- ***Turning in Assignments***. You should turn everything in, unless otherwise instructed, on T-square. Please do not email me your assignments. Unless you otherwise noted (see the bullets just below), all assignments are **due by 10pm** on the day indicated on the course schedule.
    - **Important distinctions:**
        - *"DUE IN CLASS"* = you bring a hard copy of the assignment to class
        - *"DUE BY THE BEGINNING OF CLASS"* = you submit your assignment to tsquare by the beginning of class
- ***Course Blog*** As you see, blog posts/comments constitute 10 percent of your total grade. Our course blog can be found at: **http://blogs.iac.gatech.edu/ifnotusthenwho/**. I will post a prompt for every blog comment assignment; I will post the prompt both on the blog as well as under our course's t-square assignment tab.
- ***Extra Credit***. You will have the opportunity to do two extra credit blog posts. These posts, however, are *in addition*, to your regularly assigned blog posts. This opportunity doesn't function as a way to get out of two regularly assigned blogs; it gives you a chance to reflect on experiences on and off campus that relate to the course and to get credit for those reflections.

Assignment	Value	Grade Scale
Project 1: *Organization Analysis*. Select contemporary student activist or community building organization to analyze. (Choose from Prof. Yow's list or submit a suggestion to her.) *Artifact*: 750-1000 word Essay.	15% 150 points	1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599-0 = F
Project 2: *A Visit with Activists*. Document a visit to an on-campus student activist organization. (Choose from Prof. Yow's list or submit a suggestion to her.) Preparation and Documentation of the visit will include (1) an artifact generated from "Student Culture at Tech" field notes, (2) an audio-recorded interview with an organizational leader, and (3) photos of your visit. *Artifact*: photo essay with detailed captions OR scripted podcast	15% (5% "Student Culture at Tech" field notes and interview artifact; 10% podcast or photo essay) 150 points	
Project 3: *Impact of Service Memo and Artifact*. As part of the assignment preparation and homework, commit one hour of volunteer service to an off-campus service/community building non-profit. *Service Memo:* Create a log of your experience, including written, audio, photographic, and video observations and recollections. *Example Artifacts*: Resource packet for servant-leaders (possible examples: blog site,	15% (5% Service Memo; 10% Artifact packet) 150 points	

Twitter feed, documentary video, manual for new members)		
Final Portfolio	20% 200 points	
Blog Posts	10% 100 points	
Project 3 Group Presentations	10% 100 points	
Participation and Pop Quizzes	15% 150 points	
Total	100% Final Grade out of 1000 points	

What Contributes to Success in this Course

If you approach this class with a solid work ethic, enthusiasm, and openness to new ideas, you're set up to succeed. Some recommendations from me:

- ***Arrive on time for class and stay the whole time.*** Coming 15 minutes late or leaving 15 minutes early isn't attending class; it's just dropping by. I will assign you half an absence for arriving late and leaving early.
- ***Respect deadlines and do not expect makeups.*** I do not accept late work unless you speak with me in advance to request an extension. I won't promise I'll grant an extension, but if you have a compelling, authentic need for one, I will certainly consider it. You can expect no make-ups for missed quizzes, blogs, or presentations. Emergency situations will be dealt with on a case-by-case basis. Students with school-sanctioned absences (e.g., in-season athletics) are exceptions. If this situation applies to you, please furnish me with the official letter from the Registrar at the beginning of the semester.
- ***PARTICIPATE and build intellectual community.*** I expect laptops or tablets in class because so much of our reading and some of our activities are online. Please do not abuse the privilege of having the Internet at your fingertips. Turn off your phones, and tune in. Stay engaged. Treat your peers and your professor with respect; greet others' ideas with openness. Critique and analyze, but do not condemn and judge. Engage in spirited debate; challenge and be challenged.
- ***Be a problem solver.*** Working collaboratively, thinking creatively, reading carefully, expressing yourself clearly, portraying your ideas dynamically—these are all the trappings of terrific problem solving. If you are likely to enter a field where "problem solving" is key, this class is a place to equip your toolbox and hone the communication strategies you'll need to be a powerfully effective problem solver.

Skill Building in this Course

- ***Reading***. Through engaging with a host of different genres, you'll become a more careful, engaged, and critical reader.

- ***Writing***. From blog comments to more traditional essays, this class develops your capacity to state, support, and elegantly execute an argument.
- ***Presentations***. You will give two oral presentations, at minimum, this semester; these offer you the opportunity to become more comfortable in speaking and presenting ideas as an individual to a group and more comfortable collaborating with, relying on, and listening to your peers as you present in pairs/groups.
- ***Team Work***. Both the everyday work of the course as well as at least one of the major assignments requires teamwork. Developing effective communication habits and strategies and taking seriously your own work and that of your peers are keys to success in this class and in the broader workplace and community. We will use peer review and peer evaluation in this course and foster intellectual community through positive listening and feedback practices.
- ***Multimodality***. The major assignments in the course target WOVEN (written, oral, visual, electronic, nonverbal) modalities. The course's assignments allow you to leverage your communication strengths as well as develop new strategic knowledge.

Communication

Please contact me by email; I check mine frequently and encourage you to do the same. I will always try to respond within 24 hours; if you email me on the weekend, please allow 48 hours.

Office Hours

I am on campus Mondays, Wednesdays, and Fridays and I offer office hours by appointment. Students should send me an email at least 24 hours in advance requesting a meeting. I am happy to talk with you about the course generally, about your own work, and about any and all assignments and projects.

Programmatic and Shared Policies

Go to **http://blogs.iac.gatech.edu/wcppolicies/** for common ENGL1101/1102 policies on Learning Outcomes, Evaluation Equivalencies, Evaluation Rubric, Participation in Class, Non-discrimination, Communication Center, Accommodations, Syllabus Modifications, Week Preceding Final Exams (WPFE), and Reflective Portfolio. *You are responsible for familiarizing yourself with and complying with these common policies.*

The Communication Center

The Communication Center is located in Clough 447. It is an excellent resource for anyone who wants help with a communication-related project. You can visit the center for help at any stage of the process for any project in any discipline. The knowledgeable and friendly tutors are available to help you develop and revise your projects. They are NOT available to "fix" your projects. Please do not ask the tutors to proofread or edit your projects. For information on making an appointment please visit this website: <http://communicationcenter.gatech.edu/content/make-appointment>. If you need assistance with the appointment system, you can call 404-385-3612 or stop by the center. All services are free and confidential.

Because I am a tutor in the Communication Center, I am providing you with my schedule in order to best ensure your privacy. My tutoring hours for this semester are as follows, but I could be present at other times: Monday, 5-8pm; Tuesday, 1-5pm; Wednesday 11-2pm. Please note that you may not sign up for my assistance in the center. If you wish to meet with me, please feel free to make an office hours appointment.

If you have any additional concerns about your privacy in the Communication Center, please email the director at <commlab@gatech.edu>. Every attempt will be made to schedule appointment times that protect your privacy.

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:

- 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

Attendance and Absences

Attendance requirement. Students may miss a total of three (3) classes for T/Th, four (4) for M/W/F classes, or two (2) classes for M 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 GA Tech athletics, to religious observance, to personal or family crisis and excused 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 course, eight (8) classes for a M/W/F course, or three (3) classes in a M course results in automatic failure of the 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.

Course Schedule

I reserve the right to alter the following tentative schedule depending on the needs of the class as a whole. Any changes I make will be in your favor; for example, if I alter any deadline, the alteration will allow you *more* time. This flexibility also means that you have to be involved and invested to reap the greatest reward from our class. If you have questions about course content or suggestions for supplemental readings or viewings, feel free to share them with me.

Week	Day	Date	Have read for today	Topics, Key Questions, and Themes	Assignment Due
1	M	8/17		**Course Introduction and Explanation of Common First Week.** Overview of Syllabus, Class Policies and Course Goals.	
	W	8/19	Have read for today: Introduction and Chapter 7 of *Garbology*	Discussion of the Reading; Explanation of the multimodal assignment	**Due in Class:** Print out and sign the syllabus policy and use forms on the last page of syllabus.
	F	8/21	**Last Day to Drop Classes without Penalty**	What is WOVEN? What is "multimodality"?	Blog Post Due by 10pm on the Reading;
2	M	8/24		Why reflect on my own work? What does reflection have to do with developing multimodal communication strategies?	Multimodal Assignment Due. Please submit by **8am** via tsquare or youtube.
	W	8/26	*WOVENText* (3-25)	Using the *WOVENText* well in and beyond this class	
	F	8/28	*WOVENText*: Chapter 2 (33-48) and Chapter 3 (65-80)	How will we unite our goal of building our communication strategies with our creative final projects?	**Due by the beginning of class:** Choose one final artifact example from Ch. 3 (or elsewhere in the *WOVENText*) you admire and explain why (200 words)
3	M	8/31	Peggy **McIntosh**, "The Invisible Knapsack." *WOVENText* (82-93)	Understanding Genre and Rhetorical Situation	**Due by the beginning of class:** Blog Response to McIntosh; Thinking through Audience and Purpose
	W	9/2	Have read: McLaren, 121-129 and	Infographics as Effective Multimodal Communication	

			WOVENText , 50-60 and 357-365	What is structure and what is agency? What is privilege?	
	F	9/4		Do schools reinforce or break down inequality? AND 1-paragraph Peer Assessment (in Pairs) of Infographics	**Due by the beginning of class:** "How I Got To Georgia Tech" infographic (some free tools include *piktochart, easel.ly, infogr.am, dipity, visme* and *chartsbin*
4	M	9/7	LABOR DAY: CLASSES DO NOT MEET		
	W	9/9	Have read: Grace Lee **Boggs**, "A Paradigm Shift in Our Concept of Education" (135-158); *WOVENText* (713-724)	Assessing How Authors Use Sources; Choosing and Using Sources well; Discussion of **Project 1** Organizational Analysis Assignment	
	F	9/11	*WOVENText* (644-653) Library Tour: meet in Library's entrance rotunda (adjacent to corner of Cherry St. and Bobby Dodd Way		Blog Post: Annotated Bibliography: 5 Sources for your Organizational Analysis
5	M	9/14	Have Read: **SNCC documents** in *Takin it to the Streets* (21-40)	Revising Well: From Rough Cut to Stronger Drafts Student Activism in the Civil Rights Movement: How did students use the principles and language of democracy to make change?	**Due in Class:** Essay Drafts of at least 500 words for Peer Workshopping
	W	9/16	Have familiarized yourself with the Westside Communities Alliance website (westsidecommunities.org) and prepared one question for our guest, the WCA Acting Director	Visit with Mackenzie Madden of the WCA	**Essay Due at 10pm**
	F	9/18	All of the graphic memoir, *March* and *WOVENText* on Graphic Memoir (279-288)	How do students use schools and campuses as platforms for change? Why are they effective? When aren't they?	Blog Post Reflection on *March* and the Free Speech Movement

6	M	9/21	Free Speech Movement and the **Port Huron Statement** in *Takin it to the Streets* (49-61, 89-102);	Discussion of Interviewing as Performance	
	W	9/23	*WOVENText* (569-579)		**Due by beginning of class:** Five Minutes of Practice Footage: Have Recorded, Conducted, and Critiqued a 5-minute Interview with a Classmate
	F	9/25	*WOVENText* (323-334 and 444- 451)	Field Trip and Field Notes: Pick a Spot on Campus; record 1 minute of audio and 500 word field notes	
7	M	9/28	*WOVENText*: Choosing Genres (670-697)	Field Notes to Artifact Choosing a Genre: Persuasive v Informative Artifacts	Blog on Reflection and Rationale: Why did I Choose the Genre I Chose for my Field Note Artifact?
	W	9/30	Have Artifact Draft Ready in Class	Pair Peer Critique of Artifact Draft	
	F	10/2	Phillipa **Strum**, "We Always Tell Our Children They Are Americans": Mendez v. Westminster and the California Road to Brown v. Board of Education Journal of Supreme Court History Volume 39, Issue 3, pages 307–328, November 2014	Latino Students and Educational Equity Why aren't Latino students more visible in civil rights narratives? How were the stakes for these students different than those of black students?	**Due by beginning of class: *Submit Field Notes Artifact (Part 1 of Project 2)***
8	M	10/5	In class: Watch *Walkout* (TV Movie, 2006) *WOVENText* on Documentary Film (430-440)	Discussion of the role of interviewing in scholarly research and documentary film making	
	W	10/7	In class: Finish *Walkout*; Have Read: *WOVENText 118*-140	Selecting and Proposing Multimodal Projects	BY TODAY: You should have visited your student group and conducted your interview for **Project 2**
	F	10/9	*WOVENText* on Photo Essays (289-298)	Sound and Sense: Effective WOVEN	

			WOVENText on Podcasts and Video (441-444)	Projects & Thinking through affordances of Photo Essays and Podcasts: In class: listening and analyzing 3 podcasts on historical and contemporary activism	
9	M	10/12	FALL RECESS: CLASSES DO NOT MEET		
	W	10/14		Anti-Apartheid Activism: Why did American students become so committed to protesting a foreign government?	
	F	10/16	Tony Vellela, Ch. 3 "Divestment," (19-38) of *New Voices: Student Activism in the 80s and 90s* entire chapter available on google.books	In Class: "Road to Resistance," can be rented at https://zinnedproject.org/materials/have-you-heard-from-johannesburg/	
10	M	10/19	WOVEN*Text*, 144-151 and 808-819	Reflecting on and Assessing Multimodal Projects	In class: **workshop of Project 2 Drafts;** Four Photo Slides or 60 seconds of podcast audio; meetings with Prof Yow and peer review
	W	10/21	Have reviewed 3 sources: CBS footage, Timothy, Egan, "New World Disorder," *New York Times*, official trailer for the movie "Battle in Seattle" (2008) (all online)	Seattle and Anti-Globalization: Student Activism in the 1990s What are the primary critiques voiced by protesting students?	
	F	10/23	Have watched documentary "This is What Democracy Looks Like" on youtube	Reflect and Assess: Comparing and Assessing Your First and Most Recent Blog Posts for the Course	Blog Post on democracy and student engagement—Why and when would you "take to the streets?" **due by 10pm**
	S	10/25	**Withdrawal Deadline**		**Project 2 Due: Photo Essay or Podcast**
11	M	10/26	Hayden, "The CIA's Student Activism Phase" *The Nation* (online)	Students and Power	Instructions for Final Artifact Proposals; Review of Possible Site/s for Your

					Service Work
	W	10/28	*WOVENText* (156-169, 178-189)	Assembling Your Team & Group Work and Substantive Conflict	Assemble Groups for Service Work according to Service Site/Org
	F	10/30	*WOVENText* on Editorials and Opinion pieces (466-479) Lofgren, "Anatomy of the Deep State" *Bill Moyers.com* (online)	Where is power situated? How should we look for it? How do we define progress? How should we critique it?	Due by 10pm, Your Opinion Piece: "Response to the Writer" to Hayden, or Lofgren
12	M	11/2	*Washington Post* and "Ayotzinapa: A Timeline," *Vice.com* AND for Final Artifact Preparation: WOVENText Chs. 5 and Chapter 6 (118-141)	**Contemporary International Student Movements** How have international student movements crafted and drawn on critiques of government policies, class privilege, economic policy, and corruption?	
	W	11/4	David Gonzalez, The Evidence of Mexico's Missing The New York Times (online)	Mexico	By today: Complete your Service Work Memo
	F	11/6	"Outlawing History: the Second Showdown," (177-219) in Jeff **Biggers**, *State out of the Union*	Tucson Instructions for Proposal for Final Project	
13	M	11/9	*WOVENText* 198-213	Oral Presentations, Audience, and Evidence; Analysis of Effective Oral Presentations (3 Examples in class)	
	W	11/11	Malcolm Gladwell, "Small Change: Why the Revolution will not be Tweeted" the *New Yorker* (online)	Social Media, Democracy, and Student Movements How powerful a tool is social media? Can it be just as effective as traditional grass roots organizing?	
	F	11/13	Have read: Matthew Renda, "The Betrayal of Student Activism," the *Atlantic* (online)		**Due in Class**: Presentation Plans and Draft Script
14	M	11/16		Group Presentations	
	W	11/18		Group Presentations	

	F	11/20		Group Presentations	**All Project 3 Service Memos and Artifacts due tonight by 10pm**
15	M	11/23	Review in *WOVENText* (145-149) and (503-516)	Final Portfolio Q&A; Discussion of Building the Portfolio and Composing Author's Statements	
	W	11/25	CLASSES DO NOT MEET	Happy	
	F	11/27	CLASSES DO NOT MEET	Thanksgiving!	
16	M	11/30		Discussion of *Mahara* and Troubleshooting	
	W	12/2		Workshopping Reflective Essay	
	F	12/4		Workshopping Reflective Essay	

Syllabus/Policy Acknowledgment and Permission Statement

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS BY Wednesday, August 19th.

I affirm that I have read the entire syllabus and policy sheet for Professor Yow's ENGL 1101, and I understand the information and the responsibilities specified.

_____
print name

_____
signature

_____
date

DIRECTIONS: Read carefully and place your initials next to all that apply. **Please note that if you allow your instructor to use your work, s/he will help you cite the selection of your work on your resume.**

____I give my instructor, Ruthie Yow, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

____I do NOT give my instructor, Ruthie Yow, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

Please indicate whether you want to be acknowledged if your work is used:

____Please use my name in association with my work.

____Please use my work, but do NOT use my name.

If your instructor decides to use your work, she may wish to contact you. She will *only* use this information for the above-stated purpose. Thank you for providing your contact information below.

Permanent email address:_____

Print name:_____

Signature: _____ Today's Date: _____

Phone number: _____