Multimodal Communication: Invention and the Creative Process

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| **Instructor Information** | **Course Information** |
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# Course Description

What is invention, and what role does it play in our professional lives? In *A Whole New Mind*, Daniel Pink argues that the business world is moving from “The Information Age” to “The Conceptual Age,” and in order to succeed, modern workers will need to engage their creative faculties more than ever before. In this course, students will study and practice the art of invention in writing, business, and technology, and each student will develop an individual creative process. Course materials and projects will largely be inspired by talks from TED (Technology, Entertainment, Design): Ideas Worth Spreading and the Inventure Prize @ Georgia Tech.

# Required Materials

**LAPTOP:** You will need to bring your laptop to this class every day, along with its power adapter or full battery charge. Georgia Tech requires that all incoming students own an individual laptop. Refer to the pages on “Georgia Tech Student Computer Ownership” for specific information about requirements and support. <http://www.sco.gatech.edu/index.shtml>.

1. *Internet Browsers*. You must install at least two internet browsers on your laptop, one of which must be Firefox or Internet Explorer. Chrome and Safari are not fully compatible with T-Square.
2. *Annotation Tools*. If you choose to purchase e-books or read other materials online, you must have a strategic method for annotating the text online. See my article on [“How to Annotate Digital Texts” on TECHStyle](http://britts.lcc.gatech.edu/blog/2010/08/how-to-annotate-digital-texts/) for more details.

**BOOKS:**

1. Purchase access to WOVEN*Text*: <http://ebooks.bfwpub.com/gatech.php>
2. Daniel Pink, *A Whole New Mind*, Riverhead Trade, 2006, ISBN: 978-1594481710
3. All other course materials are available on T-Square or online

**INCIDENTALS:** You will incur incidental expenses associated with producing multimodal projects. Among these expenses include full-color book printing, full-color full-size poster printing, materials and supplies for the creation of physical objects.

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| Category | Outcomes by the USG Board of Regents[[1]](#footnote-1) | Outcomes by the Council of Writing Program Admins[[2]](#footnote-2) | Additional Expectations of the GTWCP |
| **Critical Thinking**  Critical thinking involves understanding social and cultural texts and contexts in ways that support productive communication and interaction. | • Analyze arguments  • Accommodate opposing points of view  • Interpret inferences and develop subtleties of symbolic and indirect discourse | • Use writing and reading for inquiry, learning, thinking, and communicating  • Integrate ideas with those of others  • Understand relationships among language, knowledge, and power | • Recognize the constructedness of language and social forms  • Analyze and critique constructs such as race, gender, and sexuality as they appear in cultural texts |
| **Rhetoric**  Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language. | • Adapt communication to circumstances and audience  • Produce communication that is stylistically appropriate and mature  • Communicate in standard English for academic and professional contexts  • Sustain a consistent purpose and point of view | • Use a variety of technologies to address a range of audiences  • Learn common formats for different kinds of texts  • Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics  • Control such surface features as syntax, grammar, punctuation, and spelling | • Create artifacts that demonstrate the synergy of rhetorical elements  • Demonstrate adaptation of register, language, and conventions for specific contexts and audiences  • Apply strategies for communication in and across both academic disciplines and cultural contexts in the community and the workplace |
| **Process**  Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products. |  | • Find, evaluate, analyze, and synthesize appropriate primary and secondary sources  • Develop flexible strategies for generating, revising, editing, and proofreading  • Understand collaborative and social aspects of writing processes  • Critique their own and others’ works  • Balance the advantages of relying on others with [personal] responsibility | • Construct, select, and deploy information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources  • Compose reflections that demonstrate understanding of the elements of iterative processes both specific to and transferable across rhetorical situations |
| **Modes and Media**  Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal (WOVEN)—singly and in combination. The context and culture of multimodality and multimedia are critical. | • Interpret content of written materials on related topics from various disciplines  • Compose effective written materials for various academic and professional contexts  • Assimilate, analyze, and present a body of information in oral and written forms  • Communicate in various modes and media, using appropriate technology | • Use electronic environments for drafting, reviewing, revising, editing, and sharing texts  • Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official (e.g., federal) databases; and informal electronic networks and internet sources  • Exploit differences in rhetorical strategies and affordances available for both print and electronic composing processes and texts | • Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment  • Demonstrate strategies for effective translation, transformation, and ransference of communication |

# Assessment

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| Due Date | Project | Weight |
| Oct 14 | Invention Mobs | 25% |
| Dec 2 | Professional Interventions | 25% |
| Ongoing | Blog | 20% |
| Ongoing & Dec 14 | WOVEN Portfolio | 10% |
| Ongoing & Unannounced | In-Class Writing | 10% |
| Ongoing & Unannounced | Participation & Quizzes | 10% |

All assignments listed above will be assigned a single letter grade: A, B, C, D, or F. Final grades will be calculated and averaged according to the number equivalencies provided below.

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| Letter | Points | Range |
| A | 95 | 90-100 |
| B | 85 | 80-89 |
| C | 75 | 70-79 |
| D | 65 | 60-69 |
| F | 55 | 0-59 |
| Zero | 0 | 0 |

All projects for this class will be accompanied by a detailed assignment sheet and a grading rubric. Unless otherwise indicated, each grade will be assigned according to holistic principles; in other words, the project will receive a single grade based on its overall quality.

For example, in order to earn an A on an assignment, your work will need to exhibit an ability to engage in complex questions and issues, in addition to demonstrating proficiency in language, development, and organization. In contrast, you might receive a C on an assignment if, for example, you fail to exhibit competency with the basic conventions of English.

If you have a question about a grade, please schedule an appointment to meet with me during office hours. The following list is an overview of areas in which you will be assessed. Detailed directions and rubrics will be provided throughout the semester.

### Invention Mobs

Your first project will be structured as “invention mobs.” Think of “invention” in broad terms. Perform an impromptu skit, create a device, compose a song, construct a board game, or something else. The project must be collaborative in nature, incorporating not only the ideas and contributions of the group members, but of strangers in the community as well. We will experiment with the invention process, working in different spaces and with different preparations. Your group will present a narrative of your process in a public symposium. In addition, each member will document and analyze the dynamics that culminated in that result, including individual contributions, group synergy, creative space, and purpose.

### Professional Interventions

During the second half of the semester, we will channel our creative energy toward our professional lives. What is your career goal and how can you apply “whole mind” thinking to your profession? What would you change about your profession? You will interview a faculty member, graduate student, or postdoctoral fellow in your major field at Georgia Tech to help you identify some of the problems professionals in your field face. Be sure to consider social and cultural factors in addition to science and technology barriers. Your task will be to create a product, service, or organization that can make a meaningful impact on your profession. This project will consist of individual and group components.

### Group and Individual Blogging

You will create and maintain a blog that responds to the readings, themes, and activities of this course. Each group will establish a theme and a purpose: does your group hope the blog will serve to enlighten, entertain, or persuade your audience of peers? There are many resources on blogging. I have made some available to you on [Diigo](http://www.diigo.com/user/ldhunter/blogging). Be sure to check out ProBlogger’s [beginner guide](http://www.problogger.net/archives/2006/02/14/blogging-for-beginners-2/) for a thorough introduction to blogging. This project will consist of individual and group components.

### In-Class Writing

Periodically, I will ask you to respond to a written prompt related to the reading due that day. You will have approximately twenty minutes to compose a response that shows you have read the material, can think critically about it, and can adequately articulate yourself in standard English. In-class writing will also consist of writing exercises, experiments, and brainstorms.

### Participation

One of the ways we learn to write and become critical thinkers is through dialogue with other individuals whose experiences and perspectives vary widely from our own. Our class size is generously limited in order to facilitate this interaction and therefore you are expected to maintain an active presence in every class period. As such, your participation will be evaluated on the following key components: attendance, preparedness, and overall engagement with the course. Unannounced quizzes will be one method of measuring your overall engagement with the course.

### Woven Portfolio

The end-of-semester portfolio is designed as a culminating, representative, and reflective, sample of your work. In order to demonstrate that you have met the stated course goals, you will select evidence from the text you have produced in this course (called artifacts); then you will describe how each artifact demonstrates your ability to apply the concepts and skills taught in this course. Your portfolio will contain:

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| Mode | Artifact  (submitted as separate files) | Reflection  (complete the form) |
| Oral | No electronic copy of the Oral  presentation is required | * the ways your presentation addresses a specific listening audience * the strategic use of the voice, body, space, and technology |
| Written | first draft  if pertinent, additional drafts  final draft | * the differences between the first and final drafts * the ways the artifact uses more than alphabetic text to convey its message * successful composition strategies that might work well in other rhetorical situations |
| Visual | first draft  if pertinent, additional drafts  final draft | * the differences between the first and final drafts * the ways the artifact uses more than alphabetic text to convey its message * successful composition strategies that might work well in other rhetorical situations |
| Electronic | first draft  if pertinent, additional drafts  final draft | * the differences between the first and final drafts * the ways the artifact uses more than alphabetic text to convey its message * successful composition strategies that might work well in other rhetorical situations |

NOTE: Retain copies of all drafts of your work in this course.

As described in the “English1101or1102.CompetencyPortfolio.Summer2009.docx” file, the entire portfolio–artifacts and reflection–will be used for program assessment. However, since I have already graded your artifacts, I will only evaluate your reflection. This assignment counts as 10% of your course grade.

# Policies

### Attendance

One of the most important lessons of this class is that your attendance in class is never optional. You may miss up to two full class periods without penalty. After two absences, your participation grade will be impacted and your academic advisors will be notified.

For each day missed beyond two days, your participation grade will be reduced by one full letter grade. Six absences will result in a participation grade of an “F.” Sleeping or working on unrelated materials during the class period will be counted as absences. Two tardies count as one absence. You are counted as tardy if you arrive 10 minutes after class begins.

Any work missed due to unexcused absences or tardies cannot be made up, and you will receive a zero for those assignments, including quizzes, oral presentations, and in-class writing. Please review GA Tech’s position about class attendance:  <http://www.catalog.gatech.edu/rules/4b.php>

### Americans with Disabilities Act (ADA)

Georgia Tech supports students through ADAPTS (Access Disabled Assistance Program for Tech Students). Any student who may require an accommodation for a documented physical or learning disability should inform the instructors as soon as possible or as soon as you become aware of your disability and have the appropriate documentation to provide an accommodation. Anyone who anticipates difficulties with the content or format of the course due to a documented disability should arrange a meeting so we can create a workable plan for your success in this course. ADAPTS serves any Georgia Tech student who has a documented, qualifying disability. Official documentation of the disability is required to determine eligibility for accommodations or adaptations that may be helpful for this course.

If you have a documented, qualifying disability, please make sure the course instructors receive a Faculty Accommodation Letter form verifying your disability and specifying the accommodation you need. ADAPTS operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA).

* Visit: Smithgall Student Services Bldg, Suite 210 on 353 Ferst Drive
* Email: adapts@vpss.gatech.edu.
* Call: 404-894-2563 (V); 404-894-1664 (TDD); 404-894-9928 (fax)

### Discrimination and harrassment

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated. Students will be respectful and courteous to each other and to the instructors—in written, oral, and nonverbal communication, both in and out of class.

### Submission of work

Create remote backups of all your work for this class on a regular basis (Dropbox, Box.net, and your GaTech Briefcase are all good ways to back up your work). Assignment sheets provide specific details about deadlines and submission of work. In general, work must be submitted according to specifications and before the deadline; otherwise, it is considered late.

Any work submitted after the deadline will receive a grade penalty of one-half letter grade. After 12 hours, the penalty will be one full letter grade. After 24 hours, the work will no longer be accepted, and you will receive a zero for the assignment.

### Academic Integrity and Plagiarism

You are responsible for knowing and abiding by GT’s policy for academic integrity. Consult the Honor Code online at http://www.honor.gatech.edu. The following text appears on the website:

“Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

* Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
* Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
* Submission of material that is wholly or substantially identical to that created or published by another person or person, without adequate credit notations indicating authorship (plagiarism);
* False claims of performance or work that has been submitted by the claimant;
* Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
* Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit;
* Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.”

One serious kind of academic misconduct is plagiarism, which occurs when you deliberately use 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. Please be familiar with these resources:

* Georgia Tech’s Honor Challenge — http://www.honor.gatech.edu/
* Office of Student Integrity — <http://www.deanofstudents.gatech.edu/integrity/>
* Process for academic misconduct — <http://www.deanofstudents.gatech.edu/integrity/academic_misconduct.php>

### Technology

Important announcements, course information, and project directions will be delivered via e-mail and/or T-Square. You are responsible for checking your e-mail and T-Square account on a ***daily*** basis so that you stay up-to-date on all information relevant to this course. Follow up any important oral communication with your instructors with an e-mail. All e-mail correspondence between instructor and student must be conducted with professionalism.

You must bring your laptop to every class meeting. Students will use their laptops during the class period to take notes, complete quizzes, refer to readings, and consult relevant online materials. Repeated use of laptops for purposes unrelated to the course will result in the grade penalties described under “Attendance.”

# Final Note

This syllabus is subject to change during the semester to better accommodate the needs of the instructor and students.

Signed Student/Instructor Agreement

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. HUNTER

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| **I affirm that I have read the entire syllabus and policy sheet for Dr. Hunter and understand the information and the responsibilities specified.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  print name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date |
| **DIRECTIONS**: Read carefully and check all that apply.  ⬜ I give my instructor, Leeann Hunter, permission to use copies of the work I do for this course, ENGL 1101/1102, as examples in this and other courses, as examples in presentations, and in print and electronic publications.  ⬜ I do *NOT* give my instructor, Leeann Hunter, permission to use copies of the work I do for this course, ENGL 1101/1102, 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* acknowledge me.  If your instructor decides to use your work, he/she may wish to contact you. Please provide your contact information below:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  print name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  email address  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  phone number  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  print permanent address  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  print campus address  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date |

1. http://www.usg.edu/academic\_programs/information/common\_student\_learning\_outcomes\_for\_the\_core\_curriculum/, points edited and sorted into categories defined by GTWCP [↑](#footnote-ref-1)
2. http://www.wpacouncil.org/positions/outcomes.html, points selected , edited, and resorted into categories defined by GTWCP [↑](#footnote-ref-2)