
CLASSROOM, CAMPUS, AND COMMUNITY: MULTIMODAL COMMUNICATION FOR STUDENT-ATHLETES

INSTRUCTOR INFORMATION

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COURSE INFORMATION

LCC 2803: Special Topics	Summer 2011: July 5-Aug. 1
Time: MTWR 1:20-3:55	Library Introduction: July 7
Room: Skiles 354	Gallery Presentation: Aug. 1

COURSE DESCRIPTION

This special-topic course in communication addresses two critical concerns: (1) academic engagement that is dependent on fundamental competencies in written, oral, visual, electronic, and nonverbal communication, and (2) interpersonal attitudes and social behaviors that contribute to academic success. The theme of the course is inspired by Michelle Obama's *Let's Move!* initiative, a program aimed at fighting childhood obesity. Student-athletes are particularly well-suited to support the *Let's Move!* campaign because they already serve as healthy role models for many grade-school children. All of the research, writing, and presentation activities in this class will be connected to the *Let's Move!* theme. The primary question that you will be asking yourself this summer is "How did I become an athlete?" Your response to this question will form the foundation of the course, and serve as a vehicle for motivating children to adopt healthy lifestyles.

You will write and publish children's narratives that draw upon your personal experiences as an athlete, while simultaneously upholding the spirit of the *Let's Move!* initiative. In addition to writing and illustrating your personal narratives for a young audience, you will also conduct research in the library databases to develop your knowledge of issues surrounding childhood obesity, sports for children, sports biographies, and motivational strategies. You will demonstrate this knowledge at a public symposium attended by your peers and mentors in a one-page "Guide for Parents and Teachers." This guide will advertise your book to parents and teachers interested in sharing your book with children. It will therefore also demonstrate the research that has contributed to your understanding of children's needs when it comes to health and fitness. The poster that accompanies your presentation will illustrate the process you underwent to produce this children's narrative.

COURSE OBJECTIVES AND OUTCOMES

During this course, you will work to develop your competencies in key areas of communication. You'll hear references to WOVEN communication—written, oral, visual, electronic, and nonverbal; it's considered WOVEN communication because all the parts affect each other as well as the whole. Being a good communicator will help you be a good student, but it will also help you be successful in other parts of your life, too. In this course, you will work toward developing these communication competencies, which will help you succeed in college:

Written Communication

- Develop strategies for effective **note-taking**, while reading and while listening to lectures
- **Locate articles** in library databases and **write summaries** about them
- Incorporate research into your own scholarship, using appropriate **citation** methods
- Develop effective strategies for performing local and global **revisions**
- Write for different contexts, such as **blogs**, classrooms, and campus-wide presentations
- Direct written communication toward specific **audiences**, including children, adults, experts, and the public
- Compose cohesive **narratives**, developing stories to communicate complex experiences

Oral Communication

- **Articulate** complex ideas to a professional and academic audience
- Participate fully and appropriately in **class discussions** and activities
- **Read aloud** with clear enunciation and appropriate inflections
- Prepare and participate in individual and small-group **presentations**
- Use context- and audience-appropriate **oral expressions**

Visual Communication

- Compose and arrange critical and documentary digital images to **create an argument**, for use in your professional poster
- Compose and arrange creative and personal digital images to **create a narrative**, for use in your personal narrative
- Use strong **visual rhetoric** when **editing images** for use in academic and professional projects
- Present work in a conventional and professional manner in your **poster presentation**

Electronic Communication

- Use **T-Square** to complete quizzes, post blogs, check announcements, and submit assignments
- Use **MSWord** to compose and edit prose text, using spelling and grammar check
- Use **PowerPoint** template to create and edit posters
- Use **MSPublisher** to design a book integrated with images
- Work with scanner and camera equipment to compose good-quality **digital images**

Nonverbal Communication

- Demonstrate appropriate **time management**, maintaining various calendars
- Display appropriate **attention and engagement** in various contexts
- Display situational-appropriate **body language** and **gesture**
- Display situational-appropriate **eye contact**

REQUIRED MATERIALS

Like every other course you take, LCC 2803 has equipment, materials, and supplies you are required to have in order to do the work in the class. Some of the required equipment and materials are supplied to you as part of your scholarship. The rest of the materials you are required to purchase yourself and bring to class.

LAPTOP

You will need to bring your laptop to this class every day, along with its power adapter. 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. *Software*. You must have access to an office suite on your laptop, preferably MSOffice (including Word, Publisher, and PowerPoint). You must also be able to download and update freeware onto your laptop, such as Adobe Reader and Adobe Flash Player.
 2. *Internet Access*. The laptop must have wireless capability that works at Georgia Tech. You must install at least two internet browsers on your laptop, one of which must be Firefox or Internet Explorer. You must be able to access T-Square and your GATech email account on your laptop.
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BOOKS

All of these books are required and are available at Engineer’s Bookstore. They include three picture books written for an audience of children ages 4-12; these will serve as objects of rhetorical analysis and models for writing sports biographies for children.

1. *Classroom, Campus, and Community: Multimodal Communication for Student-Athletes*. A custom-made textbook written explicitly for this course. You are required to bring this text with you to class every day. The Athletic Association will supply a 3-ring binder for this book, but you must purchase the tabbed dividers and pocket dividers (see supply list below).
2. *Nothing but Trouble: The Story of Althea Gibson* (2007). ISBN-10: 9780375865442. This biography of Althea Gibson provides an inspirational example of how a child confronts and conquers major social obstacles (gender, race, and class) on her path to becoming a professional tennis player.
3. *Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman* (2000). ISBN-10: 0152020985. This biography of the track & field star Wilma Rudolph provides a successful example of how to tell a story of how hard work and determination enabled this athlete to overcome physical and medical obstacles, in this case, the crippling effects of polio.
4. *Salt in His Shoes: Michael Jordan in Pursuit of a Dream* (2003). ISBN-10: 9780689834196. This biography of the basketball star Michael Jordan offers a creative example of how an experience can be converted into a visual and memorable metaphor for an athlete’s identity.

OTHER MATERIALS AND COURSE-RELATED EXPENSES

1. *Printing expenses.* You will be required to print out some materials from the course T-Square site and from your database searches in the library. You will also need to print materials for various multimodal projects, including at least one color copy of your full-length children's book and at least one 20" x 30" full-color poster.

STRONGLY RECOMMENDED SUPPLIES

These are materials that all students should have, and most professors will expect students to have these items. You can find these items on sale at Georgia Tech bookstores.

- USB Flash Drive, 4GB (or larger)
- Untabbed dividers with double pockets, 5-pack
- Write-on dividers, 8-tab
- Mini stapler
- Post-It Notes
- Permanent Marker, Black
- Highlighter, Fluorescent Yellow
- Ballpoint Pen, Medium Point, Black Ink
- Mechanical Pencil and Replacement Lead

ASSESSMENT

Your grade in this course will be a combination of several factors. You need to see how the work you're doing translates into the grade you earn. In this class, four major categories contribute to your grade: course projects, skill-building tasks, participation, and portfolio.

COURSE PROJECTS — 45% OF COURSE GRADE

Your course projects, worth 45% of your course grade, are comprised of three major areas:

- *Oral Presentation* —10%— You will prepare and deliver an in-class presentation based on one item of sports memorabilia that you plan to include in your personal narrative. You will bring this item to use as a prop during your presentation, and you will deliver a well-organized and focused talk on the significance of this object and its relation to your identity as an athlete.
- *Personal Narrative* —15%— Throughout the semester, you will craft a personal narrative based on experiences that define how or why you became an athlete. The objective is to create a well-constructed narrative that persuades youths to engage in a healthy lifestyle. In creating your narrative, you will develop many of your WOVEN communication skills, but you will also learn how to sequence ideas in a narrative arc, move a draft through several revision stages and modalities, identify personal strengths in specific modes of communication, and tailor your use of rhetoric to a specific purpose and audience. The final product of your narrative will consist of a children's book with illustrations, self-published online and in print. You will also develop a good sense of how to transform your narrative to accommodate different modalities and audiences, including an adult audience.
- *Research Presentation* — 20% — For your final project, you will design a poster that communicates the individual rhetorical decisions you made in crafting your personal narratives. The presentation itself will feature a print copy of your original children's book. You will create a one-page full-color handout to accompany your presentation. It will be directed at parents and teachers who would be interested in using your book with children. Your presentation will evidence researched knowledge of the *Let's Move!* initiative, childhood obesity, and motivation techniques, using correct citation methods. You will present your poster in a formal symposium at George Tech to an audience of peers and mentors, where you will demonstrate your developing control of academic language and communication.

SKILL-BUILDING TASKS —40% OF COURSE GRADE

You will perform regular skill-building tasks both in and out of class. These tasks will contribute to your developing control of writing and communication. These tasks, worth 30% of your course grade, are comprised of three major components:

- *Individual Blog* — 20% — You will maintain a daily blog where you respond to directed prompts that range from your personal health and study habits to your analytical research on sports figures. You will write blogs that summarize library articles, using correct citation methods. And your blog is also where you will develop your first drafts of the personal narrative.

- *In-Class Writing* — 10% — In addition to your well-thought-out blog posts, you will perform writing tasks in class that exercise and measure your facility with language and communication. They may also include reader responses to assigned homework and in-class note-taking. These exercises will contribute to your development of reading, writing, and listening skills.
- *Quizzes and miscellanea* — 10% — You will take in-class quizzes almost daily, in which you will demonstrate your developing study skills, such as reading questions, vocabulary recall, and class-preparedness. This area of assessment might also include peer evaluations, in-class presentations, annotations of assigned texts, and note-taking.

COURSE PARTICIPATION — 10% OF GRADE

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 limited in order to facilitate this interaction, and therefore you are expected to maintain an active presence in every class period. Your course participation, worth 20% of your course grade, is comprised of three interrelated components:

- *Tardiness and attendance*—Show up on time for every class, with all your materials. Show up for all appointments with your professors and librarians. Participate in the service-learning activities. Attend study-hall sessions.
- *Active, appropriate participation*—Be an active, contributing member of the class. This means asking questions, offering new ideas, and sharing your progress.
- *Cooperative behavior in working with classmates and instructor*—Do more than your fair share. Be respectful. Be intellectually curious.

PORTFOLIO — 5% OF COURSE GRADE

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 texts 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.

GRADES

Grades will be calculated and averaged according to the number equivalencies provided below. A grading rubric will be provided in class.

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

POLICIES

Georgia Tech has a number of policies you must follow. Some are institution-wide policies. Others come from the NCAA and from the Georgia Tech Athletic Association. Still others come from the Writing and Communication Program. And some come from your instructors. Regardless of their source, all policies posted on the syllabus are mandatory. This syllabus chapter describes policies related to attendance, nondiscrimination and courtesy, ADA accommodations, the honor code, and academic misconduct.

ATTENDANCE

This summer session class meets only sixteen times, including the official final exam period. This means that you must show up for every class. 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. Three tardies count as one absence. The instructors take attendance at the beginning of class. You are counted as tardy if you arrive after they take attendance. If you are tardy, see the instructor after class to make sure you are counted as tardy, and not absent.

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. As athletes, you already miss a number of classes each semester because of duties to the Institute and to your team. Athletes, more than any other group of students, can NOT afford to miss class. 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. 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 OR DR. BLASKIEWICZ

I affirm that I have read the entire syllabus and policy sheet for Dr. Hunter and Dr. Blaskiewicz and understand the information and the responsibilities specified.

print name

signature

Date

DIRECTIONS: Read carefully and check all that apply.

I give my instructors, Leeann Hunter, Robert Blaskiewicz, and Rebecca Burnett, permission to use copies of the work I do for this course, LCC 2803, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

I do *NOT* give my instructors, Leeann Hunter, Robert Blaskiewicz, and Rebecca Burnett, permission to use copies of the work I do for this course, LCC2803, 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