

English 1102: Composition II
Military Hierarchies, Covert Intelligence, and Psychological Warfare
Spring 2010, Section NVY, T/R 3:05-4:25, Skiles 343
Film Screenings: Thursdays, 5pm-7pm, Skiles 368

Instructor: L. Andrew Cooper
Office: Skiles 341
Office Hours: T/R 2pm-3pm, 4:30pm-5pm
Contact: andrew.cooper@lcc.gatech.edu

Course Description

This section of English 1102 is linked to NS 1323: Naval History, which means that it examines issues and involves assignments directly related to your work in that class. The section's primary goal is to help you develop strategies that will make you a better communicator in diverse contexts, including careers in the Navy and the Marines. To support critical thinking and discussion, we will examine representations of the Navy, the Marines, and naval engagements in American popular culture, primarily in film. To strengthen your competencies in rhetorical, multimodal communication, you will create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that analyze how these representations reflect and inform perceptions both of specific historical engagements and of the Navy and the Marines more generally. Your work on these artifacts will emphasize processes that include drafting, revision, and peer review. It will also require you to learn principles for conducting effective research.

Texts

All sections of English 1102 rely on the Georgia Tech Writing and Communication Program's custom-designed electronic textbook, which you can purchase online at <http://ebooks.bfwpub.com/gatech.php>. The Georgia Tech Barnes and Noble and The Engineer's Bookstore also have a limited number of access codes for sale. Access to this e-book is essential for success in this course; you will be expected to access it during class with your laptop computer on a regular basis.

We will also watch movies throughout the semester. All movies are widely available to rent or buy. Unless you want to expand your personal movie collection, I see no reason for you to buy all the films, but I recommend purchasing copies of films you will use for major assignments. These are the titles:

Starship Troopers

Master and Commander

Tora! Tora! Tora!

No Way Out

The Hunt for Red October

A Few Good Men

Behind Enemy Lines

Manchurian Candidate (remake)

We will also watch one episode of *The Simpsons*, "New Kids on the Blecch," from season 12.

Finally, you will be responsible for identifying and assigning brief readings related to specific class topics (see Assignments, below). Some of these readings will come from the *USA Today* e-edition, which you can access at <http://ee.usatoday.com/gatech/>.

Objectives and Outcomes

All English 1102 courses at Georgia Tech have objectives (cognitive processes instructors want students to demonstrate) and outcomes (work students do to demonstrate success in those objectives) specified by the University System of Georgia’s Board of Regents and by Georgia Tech’s Writing and Communication Program. Table 1 summarizes those objectives and outcomes.

Table 1. Objectives and Outcomes

	Board of Regents University System of Georgia*		Georgia Tech Writing and Communication Program	
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.	Objective “Understand rhetorical contexts for writing by establishing the writer’s role, the audience, and the purpose of the project.”	Outcome “Use conventions of writing mechanics, usage, and style to communicate effectively for the given audience, purpose, and format.”	Objectives Understand registers and variations within discourses. Apply strategies for addressing academic and professional audiences.	Outcome Create artifacts that demonstrate the synergy of rhetorical elements.
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.	Objective “Approach writing as a way to think and communicate ideas to others.”	Outcomes “Use recursive processes that include collecting information, focusing, ordering, drafting, revising, and editing.” “Demonstrate the techniques and skills of research, integration of source material, and documentation.”	Objective Explore individual and collaborative processes in multicultural and international contexts.	Outcome Construct, select, and deploy information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources.
Modes and Media Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal—singly and in combination. The context and culture of multimodality and multimedia are critical.	Objective “Adjust writing to a variety of contexts, including electronic environments.”	Outcome “Read and respond to various texts for purposes of interpretation, analysis, synthesis, evaluation, and judgment.”	Objective Distinguish and evaluate multimodal communication— W OVEN (W ritten, O ral, V isual, E lectronic, and N onverbal).	Outcome Create W OVEN artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment.

* Quoted text derives from the “Committee on English Recommendation,” *Board of Regents for the University System of Georgia*, http://www.usg.edu/academics/comm/english/level_11012.phtml (accessed July 31, 2008).

In addition to the standard objectives and outcomes, this section of English 1102 has objectives and outcomes related to its specific thematic focus. Table 2 summarizes those objectives and outcomes.

Table 2. Objectives and Outcomes Specified by English 1102-NVY

Course Themes	Thematic Objectives and Outcomes	
Navy and Marines in Popular Culture Representations of the Navy and Marines reflect U.S. culture's perceptions of and beliefs.	Objective Interpret and evaluate the ways representations of the Navy and Marines reflect U.S. culture's perceptions and beliefs.	Outcome Complete poster, essay, and other assignments, providing rigorous analyses of cultural representations.
Navy and Marines and the Media Movies, television, and popular news media shape U.S. culture's perceptions of and beliefs about the Navy and Marines.	Objective Understand how media technologies shape U.S. culture's perceptions of and beliefs about the American Navy.	Outcome Complete poster, essay, and other assignments that provide rigorous analyses of cultural representations.
Navy, History, and Culture Representations of the Navy and Marines reflect and transform the history you study in NS 1323.	Objective Consider how cultural representations not discussed in class reflect on and transform naval history.	Outcome Create a WOVEN research project that informs the class about the cultural representations you select.

Assignments

Major Assignments (750 points total)

The outcomes in Tables 1 and 2 refer to the following major assignments, which we will discuss in more detail during class:

1. **Poster (individual effort, 150 points).** Design a poster no larger than 24" by 36" (height by width or width by height) about a specific figure from U.S. naval history. The poster should present the biographical information from the paper you wrote for NS 1323 *and* insight about how the figure has been represented in American popular culture.
2. **Essay (individual effort, 150 points).** Write an essay of 1750-2000 words (approximately 7-8 pages) that explores how two fictional texts discussed in class represent U.S. naval history. Defend a thesis about either how the texts use similar strategies to represent the Navy and/or Marines or about how the texts represent the Navy and/or Marines or in significantly different ways. Address both *what* the texts do and *why* what they do is important.
3. **Discussion Leadership: Naval History in Popular Culture (individual effort, 50 points).** Select a brief reading assignment that will help the class to consider how issues discussed in NS 1323 appear in American popular culture. Post or distribute the reading Tuesday, and lead discussion for 20-30 minutes Thursday.
4. **Research Project (individual and group efforts, 400 points total).** Your major presentation assignment in NS 1323 is "to cover a significant naval battle or engagement that is historically relevant to U.S. Naval History, or focus on a technological innovation within Naval History like the development of the Ironclads." The research project in this class will help you to prepare your presentation and to build on it, ultimately creating a well-researched website that informs audiences about your historical topic and about popular culture's representations of that topic.
 - a. *Proposal (individual and group effort, 50 points).* Write and design a one-page proposal that names the topic group will research and provides the group's rationale for its

selection. Explain the role(s) you will play in completing the project. The group rationale may be written collaboratively, but you must write the bulk of the proposal—the explanation of your role(s)—on your own.

- b. *Preliminary Presentation (group effort, 25 points)*. Using a PowerPoint and a 5-7 minute oral presentation, provide an overview of your topic and convince the class and the instructor that the project you propose is viable and worthwhile. Defend your proposal in class discussion.
- c. *Annotated Bibliography (individual effort, 50 points)*. Using MLA format, list at least four sources you have examined as you have researched your topic and provide concise summaries of what each source will contribute to the project. [Note: after completing this assignment, your group will have at least 12 sources to draw on in its artifact and artifact presentation.]
- d. *Website (group effort, 200 points)*. Create a website that informs audiences about your historical topic and about American popular culture's representations of that topic.
- e. *Website Presentation (group effort, 50 points)*. Summarize and share highlights of your website with the class during a 20-minute multimedia presentation. The presentation may include a tour of your website, but the group should not spend the entire time reading from the site. Instead, enlighten the class about your website's rhetorical purposes and its creation, encouraging us to examine it closely later.
- f. *Group Assessment (individual effort, 25 points)*. Provide a 500-750 word (2-3 pages) assessment of your group, addressing collective and individuals' performances.

Portfolio (100 points total)

Near the end of the semester, you will select examples of and write reflections about the written, visual, and electronic artifacts you have created in this class. You will also write a reflection about an example of work you have done that showcases oral and nonverbal communication competency. The examples you select will not be re-graded, but the reflections you write will be worth a total of 100 points.

Participation (150 points total)

Participation in class activities is mandatory. Demonstrate your knowledge of the readings and films, and share your insights. Maintaining class decorum is part of participation: noisy cell phones, disrespectful behavior, and other intrusions lower productivity and, therefore, your grade. "Disrespectful behavior" includes harassment of any kind, directed either at peers or at the instructor. This course will foster discussions of sensitive issues such as gender, race, religion, sexuality, and politics. All viewpoints are welcome, but as individuals express themselves, they should avoid abusive or insulting language. The participation grade also includes scores on any quizzes or assignments not detailed here.

Course Policies

Grading

Each assignment has a point value. Assignments add up to a total of 1000 points. Convert point totals into percentages, and the letter grade equivalents are:

A = 90-100; **B** = 80-89; **C** = 70-79; **D** = 60-69; **F** = 0-59

Failure to complete an assignment will result in 0 points.

Attendance

You have two “freebie” days, classes you may miss without grade penalties *if* you email me ahead of time. For other absences, you must notify me in advance and have official documentation of an illness, injury, or legal obligation that keeps you from class. I will deduct 25 points from your grade for each non-freebie, undocumented absence. Two latenesses constitute an absence. After six absences, you may fail the course. *Even “excused,” documented absences could affect your participation grade if they occur too often.* Attendance at film screenings does not count in the same way as attendance during class meetings, but failure to attend screenings without my prior approval will hurt your participation grade.

Punctual Work

Unless I approve a deadline extension, which is unlikely, I will not accept major assignments after the deadline. You are responsible for all information covered during every class meeting.

Academic Conduct

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.”

Work that violates the Honor Code will receive zero credit and may result in failure of the entire course. I will also report any serious misconduct to the Office of Student Integrity.

Laptop Computer Use

This course requires you to bring your laptop computer to all class meetings. You may only use your laptop for class activities and note-taking. Using the laptop during class for other activities—such as email, web-surfing, Facebook, or games—is rude and strictly prohibited. Inappropriate laptop use may result in grade penalties and/or expulsion from class.

Disability Notice

If you need accommodations for a disability, please contact me at the beginning of the semester so that we can discuss them. You should also contact Access Disabled Assistance Program for Tech Students (ADAPTS) within the first two weeks of the semester so that they can help us to develop reasonable accommodations. For an appointment with a counselor call (404) 894-2564 (voice) / (404) 894-1664

(voice/TDD) or visit 220 Student Services Building. For more information visit <http://www.adapts.gatech.edu>.

The Fine Print

I reserve the right to alter policies and assignments. I exercise this right rarely, but I often provide more detailed information during class. This syllabus is your guide. Keep it. Know it. Love it.

Schedule of Meetings and Assignments

“EB” stands for the e-book. For example, EB 20-22 means read e-book sections 20, 21, and 22.

Date	Topics/Activities	Readings	Discussion	Deadlines
1/12	Course introduction		Sign up!	
1/14	Rhetoric and Multimodality	EB Preface, Synergy		
1/19	Research; <i>Starship...</i>	EB 20-22		
1/21	Research; Collaboration	EB 9-10	1: Revolution, Napoleonic	
1/26	1323 Paper; <i>Master...</i>	EB 23-25		Topics
1/28	Reading film and more	EB 4	2: 1850-1860	
2/2	Visual rhetoric	EB 69, 73		
2/4	Poster Workshop		3: The Civil War	Poster Draft
2/9	Poster Session			Poster
2/11	Reflection; Genres	EB 49a-c	4: Tech and Strategy	
2/16	Proposals; Bibliographies	EB 6; skim EB 26-32		
2/18	Online Discussion			Proposal
2/23	Heroes: <i>Behind Enemy...</i>	EB 60		
2/25	Us and Them	EB 72	5: Imperialism and WWI	Bibliography
3/2	Recruits: <i>Simpsons</i>			
3/4	Preliminary Presentations			Prelim. Presentations
3/9	Hierarchy: <i>A Few Good...</i>	Review EB 34-48		
3/11	Ethics		6: WWII	
3/16	Us and Them 2: <i>Tora...</i>	EB 76-78		
3/18	The Sleeping Giant		7: WWII and Imperialism	
3/23	SPRING BREAK			
3/25	SPRING BREAK			
3/30	Essay Workshop			Essay Draft
4/1	Cold War Intelligence		8: 1945-1963	
4/6	Reflection; Insiders			Essay
4/8	Domestic Threats		9: 1963-2001	
4/13	Mind Control			
4/15	Terror		10: 9/11 and Beyond	
4/20	Psychological Warfare			
4/22	Website Presentations			Websites; G. Assess
4/27	Website Presentations			
4/29	Portfolio Reflections			Portfolios

Film Screenings

All screenings begin at 5pm in Skiles 368.

Date	Film
1/14	<i>Starship Troopers</i>
1/21	<i>Master and Commander</i>
2/18	<i>Behind Enemy Lines</i>
2/25	<i>The Simpsons: "New Kids on the Bleck"</i>
3/4	<i>A Few Good Men</i>
3/11	<i>Tora! Tora! Tora!</i>
3/18	<i>The Hunt for Red October</i>
4/1	<i>No Way Out</i>
4/8	<i>Manchurian Candidate</i>

PLEASE READ AND RETURN THESE STATEMENTS TO DR. COOPER.

Verification of Syllabus Completion (REQUIRED)

I affirm that I have read the entire syllabus for English 1102-NVY and understand the information and the responsibilities specified.

print name

signature

date

Permission to Use Student Work (OPTIONAL)

Signing the following statement will allow Georgia Tech's Writing and Communication Program to use your work as examples that can help other students learn and that can demonstrate what students accomplish in our classes. Most uses of students' work are internal, as, for example, when an instructor shows students a successful project from a previous semester. The Writing and Communication Program will contact you if it wishes to publish your work externally. You are NOT obligated to provide this permission; whether you provide permission will have no impact on your grade in this course.

I hereby give Georgia Tech's Writing and Communication Program and instructor L. Andrew Cooper permission to reproduce, exhibit, and publish work I complete for English 1102-NVY, spring 2010.

I understand that Georgia Tech in its discretion has the right but not the obligation to publish the work in any form(s) or format(s) that it may desire; that Georgia Tech may edit, revise, condense, or otherwise alter the Work as it deems appropriate in order to prepare the same for publication; and that Georgia Tech is under no obligation to publish the work. I understand that Georgia Tech has the right, but not the obligation, to use and to authorize the use of my name as author of the work in connection with any work that contains the work (or a portion of it).

This agreement constitutes the entire agreement between us concerning its subject matter and shall inure to the benefit of the successors, assignees and licensees of Georgia Tech.

Signature

Date

Name and address (contact information will help to notify you of any external uses of your work):