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| **ENGL 0199 — Support for English Composition**  Writing and Communication Program  School of Literature, Media, and Communication  Georgia Institute of Technology  Rebecca E. Burnett, PhD | |
| **Class Meeting** | Fall Semester, 2015 ~ Monday, Wednesday, 8:05–8:55am |
| **Prerequisite**  **Co-requisite** | LS 0298  ENGL 0199 |
| **Credits** | 2 |
| **Room** | Hall 103 |
| **Instructor  Contact Information** | Rebecca E. Burnett, PhD  Office: Hall 111 Office Hours: (1) by appointment T/Th 11:00am-noon and 1:30-2:00pm;  (2) other times by appointment Office Phone: 404-894-1158 Email: [rebecca.burnett@lmc.gatech.edu](mailto:rebecca.burnett@lmc.gatech.edu) |
| **Description  of ENGL 0199** | ENGL 0199 is a co-requisite whose goal is to provide a supportive environment for students who pass LC 0298 the previous semester and then take ENGL 1101. This co-requisite will regularly help you with four things:   1. reinforce and support your ongoing work in  ENGL 1101 2. help you develop skills and strategies to be a better students 3. provide opportunities for you to develop your skills in language conventions 4. provide opportunities for you to reflect on you development in writing and communication |
| Approach to the Course | Because of the topic and the size of the class, it will sometimes be run like a discussion group and sometimes like a workshop, which means that success depends on the presence and active participation of class members. During the semester, in-class time will include activities such as these:   1. face-to-face and video lectures 2. discussions about readings, videos, and assignments 3. in-class activities and exercises, including writing workshops, collaborative planning, in-class designing/writing, peer reviewing, and peer editing 4. explanations and discussions of upcoming assignments   The assignments in this course are designed to give you support for the work you are doing in ENGL 1101. |
| **Participation in Class** | This is a class about communication, so your participation is essential. Get involved. Volunteer. Question. Expect to engage regularly in a variety of in-class activities and exercises—oral, visual, and written; individual and collaborative. Share relevant ideas and observations. Make connections between what we’re discussing in this class and what you hear or read elsewhere. |
| **Required Materials** | TEXTBOOK. *Fusion: Integrated Reading and Writing* with MindTap platform support (Cengage, 2015) |
| LAPTOP. Bring it to class. You’ll use it every session — taking notes, looking up questions, drafting text, learning application conventions. You will not, of course, do non-class related activities of any kind on your computer during class. |
| SOFTWARE. During this semester, you’ll need regular access to this software:   * MSWord * PowerPoint |
| **Assignment List** | 1. Attending class 5% 2. Staying on task and focusing attention on class 5% 3. Engaging consistently and productively in individual, small group and whole class activities 20% 4. Supporting and workshopping artifacts for English 1101 35% 5. Completion of textbook’s exercises (focused on conventions) 25% 6. Reflection blog or video 10% |

**Learning Outcomes ENGL 0199**

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| **Category** | **Outcomes** |
| **Critical Thinking** Critical thinking involves understanding social and cultural texts and contexts in ways that support productive communication and interaction. | * Use writing and reading for inquirying, learning, thinking, and communicating. |
| **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. | * Communicate in standard English for academic and professional contexts. * Adapt communication to circumstances and audience. * Sustain a consistent purpose and point of view. * Control such surface features as syntax, grammar, punctuation, and spelling. |
| **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. | * Develop strategies for generating, revising, editing, and proofreading. * Critique their own and others’ works. * 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. | * Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts on related topics from various disciplines. * Use digital environments for drafting, reviewing, revising, editing, and sharing texts. |

**OVERVIEW OF WEEKLY SCHEDULE for ENGL 1099**The following list identifies topics that might be addressed. Because scaffolding is tied specifically to the content and schedule of the English 1101 courses, the weekly topics will necessarily vary.

*Week 1—Being a student in a WOVEN course.* (a) Use a syllabus/syllabus as a written document.  
(b) Develop a calendar; understand time in relation to course projects in the communication classes.   
c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 2—Planning for WOVEN projects.* (a) Discuss English 1101 projects and a long-term semester plan for those projects. (b) Introduce  process-based approaches. (c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 3-5—Project #1: Illustrated Essay* (a) Engage in activities designed to support Project #1, such as articulating positions in arguments and selecting appropriate evidence; practicing writing topic sentences, developing basic paragraphs, establishing coherence; and creating effective organization.   
(b) Write collaboratively and workshop written documents. (c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 6-8—Project #2: Poster* (a) Engage in activities designed to support Project #2, such as learning basic design principles, using a poster template, documenting credit visual images, and balancing text and visual information. (b) Practice responsible and ethical communication behaviors. (c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 9-11—Project #3: Oral Presentation/Podcast* (a) Engage in activities designed to support Project #3, such as considering the impact of body language, facial expression, vocal volume and pitch, clothing, proxemics, and posture. (b) Understand the importance of nonverbal behaviors to credibility and student success. (c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 12-14—Project #4:* Website (a) Engage in activities designed to support Project #4, such as website design strategies and selecting appropriate content and audiences. (b) Develop appropriate team behaviors and practice project management strategies. (c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 15—Final presentation: Co-requisite course reflection and preparation for ENGL 1101 Portfolio Reflective Essay.* (a) Consider the impact of body language, facial expression, vocal volume and pitch, clothing, proxemics, and posture. (b) Understand the criticality of academic integrity. Learn effective group roles. (c) Use LearningCurve activities or participate in workshops on conventions. (d) Reflect (blog or video).

*Week 16 (Dead Week)—ENGL 1101 Reflective Portfolios.* Students develop required ENGL 1011 portfolios independently and in class.

*Final Exam*—Submit Reflective Portfolio for ENGL 1101, including composite reflective blog or video.