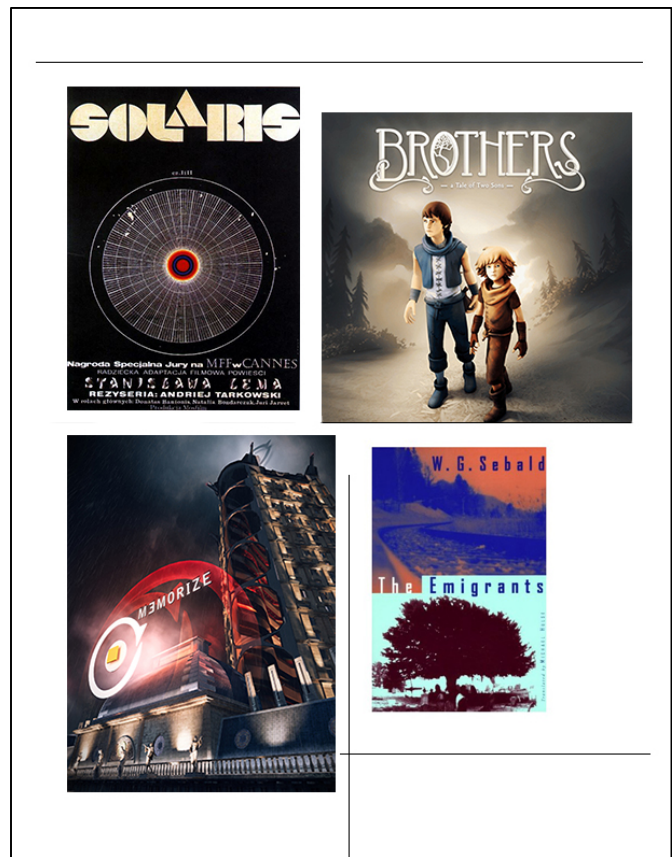


ENGL 1102
 The Species of Memory:
 Rhetoric and Art in the Cognitive and the Material Archive



Instructor: Dr. Joshua Hussey

Email: joshua.hussey@lmc.gatech.edu

Office: Skiles 315

Office Hours: MWF 3-4

Twitter feed for this course: @hussey_memory14

Class Meetings: 12:05-12:55 MWF (G2) Skiles 168

1:05 -1:55 MWF (P2) Skiles 314

2:05-2:55 MWF (L3) Skiles 354

¹ (Left to Right). *Solaris* film poster (Poland, 1972). <http://people.ucalgary.ca/~tstronds/nostalgia.com/ThePosters/solaris/Solaris.html>; *Brothers* (game) image. <http://www.giantbomb.com/images/1300-2530748/>; "Sebald Emigrants" by Amazon.com. Licensed under Fair use of copyrighted material in the context of *The Emigrants* (German novel) via Wikipedia - http://en.wikipedia.org/wiki/File:Sebald_Emigrants.jpg#mediaviewer/File:Sebald_Emigrants.jpg; *Remember Me* (game). <http://www.giantbomb.com/images/1300-2491888>

Class Description

The title of this course is meant to reflect the encounters with, opportunities for, and varieties of the modes of memory. The natural and artificial types of memory suggested by the Ancient Greeks have modern analogues in cultural and organizational memory systems, and in this course, we will examine the rhetorical and theoretical implications of memory storage and retrieval, and the corresponding forms of invention. Class topics will be divided between content and form-driven depictions of memory: we will examine film and fiction that depend upon the process of remembering (content); we will consider the material and digital infrastructures of contemporary organization—the physical archive and the electronic database (form).

Important note: while this class has specific content, the emphasis of the course remains on techniques of composition and rhetorical and argumentative strategies. All of our discussions and assignments will engage with Georgia Tech's multimodal WOVEN communication (Written, Oral, Visual, Electronic, and Nonverbal), which taken together in synergy, will better enable us to describe the material world in which we exist.

Required Materials

Reading/Viewing:

- *WOVENText* (common e-book, Bedford/St. Martin's)
- *The Emigrants*, W.G. Sebald (New Directions, 1992, ISBN 978-0811213660)
- *Solaris*, Stanislaw Lem (Harcourt, 1961, ISBN 978-0156027601)
- *Solaris* (1972, dir. Andrei Tarkovsky, Criterion; we'll view this film in class but if you want to review it on your own, it is available to rent on-demand through Amazon, or on DVD through Library Reserves)
- Other readings available online

Equipment:

- Digital camera (photo and video, available to borrow from Gadgets@GT)

Software:

- Blog software (Wordpress through blogs.iac.gatech.edu)
- Editing software (ex. Final Cut Pro, available in Multimedia Studio (Library), Collaborative Computing Center (Library), or VLab)

Project Descriptions

Project One: Short essays (15%) [150 points]

Write three two-page essays prompted by the readings from Unit 1. Two essays are unique; the third is a revision. Individual assignment.

Project Two: Blog (20%) [200 points]

Create, design, and supply content for a blog that emulates the styles from the Unit 2 readings.

Coordinate reflective, autobiographical experience with sophisticated, scholarly research, and coordinate cogent writing with images and other multimedia design elements in order to demonstrate an understanding of visual rhetoric.

Required: 8 entries with a minimum of 200 words each. 4 insightful comments (140 characters) on classmates' blogs are also required. No limit to other design elements.

Individual assignment.

Project Three: Film (25%) [250 points]

Write, direct, and edit a short film engaging any of the themes from Units 1-3. Group assignment.

Assessment will include both a Group Assessment as well as Individual Assessment.

Grade breakdown: Overall content—50%; Script—20%; Cinematography—10%; Style—10%; Editing—10%

Grade Summary

- | | |
|---------------------------|------------------|
| 1. Unit 1: Project 1 | 15% [150 points] |
| 2. Unit 2: Project 2 | 20% [200 points] |
| 3. Unit 3: Project 3 | 25% [250 points] |
| 4. Portfolio | 15% [150 points] |
| 5. Attendance | 10% [100 points] |
| 6. Participation | 10% [100 points] |
| 7. Quizzes | 4% [40 points] |
| 8. Common Week Assignment | 1% [10 points] |

Final Grade Distribution (by points)

A	895-1000
B	795-894
C	695-794
D	595-694
F	0-594

Assessment

Georgia Tech's grade policy is below. Note that final course grades are not +/-.

Letter grade	Numeric Equivalent in this Class
A+	98-100
A Superior performance —rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.	94-97
A-	90-93
B+	88-89
B Above-average, high-quality performance —rhetorically, aesthetically, and technically.	84-87
B-	80-83
C+	78-79
C Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.	74-77
C-	70-73
D+	68-69
D Below-average performance. Less than competent — rhetorically, aesthetically, and/or technically.	64-67
D-	60-63
F Unacceptable performance. Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.	1-59
0 (zero) Work not submitted	0

WOVEN Communication

This course is designed to increase your abilities and competencies in a variety of communicative modes. Understanding how to write a proper essay is only one such mode of communication. The WOVEN acronym highlights the written, oral, visual, electronic, and nonverbal forms of communication modalities that, as a student at Georgia Tech, you will explore in order to better understand the material world in which you interact as well as a better understanding of how to describe that material world. In all modalities you use—written, oral, visual, electronic, and

nonverbal—consider rhetorical factors such as purpose, context, audience, argument, and effective design. In practice, the WOVEN modes work synergistically, not separately.

Written communication. You need to write well, so this semester, you'll work on written responses to literature as well as non-fiction reading and theoretical texts;

Oral communication. You need to speak well, so this semester, you'll work on talking in class, and in small groups, using oral communication to organize a significant project;

Visual communication. You need to design well, so this semester, you'll work on looking at ways image and text coordinate meaning;

Electronic communication. You need to use software well, so this semester, you'll work on learning new capabilities of applications you already use, and streamlining project workflow to increase efficiency;

Nonverbal communication. You need to use nonverbal communication well, so this semester, you'll work on (a) eliminating paralinguistic "ticks" (e.g., um, uh), (b) making eye contact with humans (not your mobile device, laptop, or the projection screen), (c) conveying vocal enthusiasm, and (d) using body language to communicate.

Course Policies

Attendance

- Attendance is required. 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 GATech 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.

Technology

- We will use T-Square for this course. This syllabus, course calendar, assignment sheets, and deadlines are available here:

Section G2: <https://t-square.gatech.edu/portal/site/gtc-4920-574c-58c9-8fad-3fbfae2ac3a5>

Section L3: <https://t-square.gatech.edu/portal/site/gtc-4653-e944-55b5-b010-a1c50c9b768f>

Section P2 : <https://t-square.gatech.edu/portal/site/gtc-5aa0-ba4e-560f-a3e3-7cde5fcbc4db>

Digital Activities. Two of the projects will be digital heavy: a blog and a film both require certain abilities with media. Students are responsible for learning how to use the necessary technology. Georgia Tech has a wealth of resources for this purpose. For assistance with technology: Multimedia Studio, Communication Center, Lynda.com (a campus-wide subscription)

- In-class use of technology:
 - Bring your laptops to every class. You may take notes on your laptop, but no web browsing or emailing is allowed (unless specified by the instructor)
 - Switch off your mobile phone: no talking, texting, or social media use during class

Late Assignments

Late work is not accepted in this course.

Revisions of Assignments

Revisions are accepted but must be discussed with the instructor in a timely fashion. No requests for a grade change or extra points will be honored.

Appointments for Individual and Collaborative Conferences

Please plan to visit my office hours at least once this semester for an individual conference. Drop-ins are welcome, but appointments made through email take priority. My office hours are MWF 3-4.

Participation in Class

The Writing and Communication Program has a Program-wide participation policy. Active participation and engagement in class are required. Students who have not done the reading and/or who do not actively participate during the class period may be penalized for lack of participation. In this class, participation counts as 10% of your grade. Participation is assessed through: talking and paying attention in class, working in groups, or meeting with the instructor if you are anxious to participate verbally in class.

Non-Discrimination

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, 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.

Communication Center

Georgia Tech's Communication Center is located in Clough Commons, Suite 447. It is an excellent resource for all students (undergraduate or graduate) who want help with a communication-related project, from their multimodal assignments for English 1101 and English 1102 to graduate school applications, from engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes. More information: communicationcenter.gatech.edu.

Accommodations

Georgia Tech supports students through ADAPTS (Access Disabled Assistance Program for Tech Students). Any student who may require an accommodation for a documented disability should inform me as soon as possible or as soon as you become aware of your disability. 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. Please make sure I 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)

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:

- Honor Challenge — <http://www.honor.gatech.edu/>
- 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>

Common Policies

Georgia Tech's Writing and Communication Program has common, program-wide policies regarding these areas:

- General Education Outcomes
- Learning Outcomes
- Evaluation Equivalencies
- Evaluation Rubric
- Attendance
- Participation in Class
- Non-discrimination
- Communication Center
- Accommodations
- Academic Misconduct
- Syllabus Modifications
- Week Preceding Final Exams (WPFE)
- Reflective Portfolio

You can access these common [Writing and Communication Program policies here](#). You are required to acknowledge that you have read, understood, and intend to comply with these policies.

Dead Week/Week Preceding Final Exams (WPFE) for English 1101/English 1102

- This course includes no quizzes or tests during the WPFE. All quizzes and tests will be graded and returned or available for review on or before the last day of class preceding final exam week.
- No new assignments will be given in the WPFE. The only work during the WPFE is work related to the portfolio, which is on the syllabus from the beginning AND worked on during the semester before the WPFE.
- All course work (including projects, assignments, and participation) other than the portfolio will be graded and returned or available for review on or before the last day of classes.
- This course has no final exam. In lieu of a final exam, this course has a required portfolio.
 - Students will work on portfolios periodically throughout the semester.
 - The portfolio will be completed during the WPFE, both in class and out of class. The portfolio will be due on T-Square during this course's scheduled final exam period.

Reflective Portfolio for English 1101 and English 1102

You will work on your portfolio throughout the semester and complete it during the WPFE. The portfolio will include revised examples of your best WOVEN work products and your reflections about the processes to create and revise them. Your portfolio counts as 15% of your final grade.

Syllabus Modifications

This syllabus—especially the course calendar—may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

Class Calendar

Week 1

Monday [8.18]

Introductions. Discuss syllabus.

Wednesday [8.20]

Project One Story: Ted Chiang's "The Truth of Fact, The Truth of Feeling"

Return syllabus forms.

Friday [8.22]

In-class exercises.

Unit 1

The Art and the Rhetoric of Memory

[Project One]

Week 2

M [8.25]

Diagnostic assignment due. Reflection.

WOVENText readings (Sections 2.2 "@Tech: Expectations for College Communication," 3.48 "Multimodal Synergy");

Kathleen Ryan, "Memory, Literacy, and Invention: Reimagining the Canon of Memory for the Writing Classroom" (35-47);

"Memory: The Treasure-House of Invention" in *Ancient Rhetorics for Contemporary Students*, ed. Crowley and Hawhee (316-329);

W [8.27]

Frances Yates, *Art of Memory* ["The Art of Memory in Greece: Memory and the Soul" (27-49), "The Memory Treatises" (105-159)];

F [8.29]

John Frederick Reynolds, ed. *Rhetorical Memory and Delivery*: Virginia Allen "The Faculty of Memory" (45-63); Jay David Bolter "Hypertext and the Rhetorical Canon" (97-111);

Week 3

M [9.1]

Labor Day

W [9.3]

Response Paper One due.

David C. Rubin, "Beginnings of a Theory of Autobiographical Remembering," in *Autobiographical Memory: Theoretical and Applied Perspectives*, ed. Thompson, Herrmann, et al. (47-67);

Library session in Homer Rice with Sherri Brown and Jody Thompson (meet in Rotunda).

F [9.5]

James Duderstadt, "Possible Futures for the Research Library in the 21st Century";

"Reimagining the Georgia Tech Library" and <http://renewal.library.gatech.edu/>

Library session in Homer Rice with Sherri Brown and Jody Thompson.

Week 4

M [9.8]

Response Paper Two due.

WOVENText Sections 2.17-2.21

"Persistence" in Colin Brooke, *Lingua Fracta: Toward a Rhetoric of New Media* (143-166);

Media and Games about memory: *Brothers* (form), *Remember Me* (content).

W [9.10]

Tom Philips' *A Humament*; Chris Marker's *Immemory* (in class).

F [9.12]

Media discussion continued. In-class writing. Peer review.

Unit 2

How to Remember: Catastrophe/Disaster/Holocaust

[Project Two]

Week 5

M [9.15]

Response paper Three (Revision) due.

Susan Sontag "Regarding the Pain of Others"; Torie Rose DeGhett, "[The War Photo No One Would Publish](#)";

WovenText Sections 88-91, 106.

In-class discussion of image use.

W [9.17]

Voices Rising: Stories from the Katrina Narrative Project (excerpts, 30 pages);

Before (During) After excerpts.

WOVENText Sections 35-37 “Attribution and Research.”

F [9.19]

Voices Rising.

Week 6

M [9.22]

Sebald, *The Emigrants* (1-40).

W [9.24]

Sebald, *The Emigrants* (41-70).

F [9.26]

Sebald, *The Emigrants* (71-100).

In-class reflective writing and blog work.

Progress reports (instructor) due.

Week 7

M [9.29]

Sebald (101-145, finish “Ambrose Adelworth”).

W [10.1]

Sebald (“Max Ferber” 146-175).

F [10.3]

Sebald (176-206).

In-class writing and blog work.

Week 8

M [10.6]

Sebald (206-237).

Conclude discussion.

W [10.8]

Peer review of blog projects.

F [10.10]

Peer Review and presentations.

Blog completed and submitted by 6PM.

First Drop Deadline (with W).

Unit 3

Fiction and Image: Invention through Memory

[Project Three]

Week 9

M [10.13]

Fall Recess.

W [10.15]

Solaris, Stanislaw Lem (selections);

Jorge Luis Borges, *Labyrinths* ("Funes, the Memorious"; "Tlön, Uqbar, Orbis Tertius");

Maxine Hong Kingston, "No Name Woman";

WovenText Section 86.

F [10.17]

Marcel Proust, *Swann's Way* (selections, 40 pages).

In-class reflective writing.

Week 10

M [10.20]

Viewing: *Solaris* (Andrei Tarkovsky film, 1972, run time 2hr48).

Viewing notes (in-class writing).

W [10.22]

Viewing: *Solaris*.

Viewing notes (in-class writing).

F [10.24]

Viewing: *Solaris*.

Discussion. In-class writing.

Week 11

M [10.27]

Final drop deadline (Individual courses may not be dropped; only the student's entire load may be dropped).

Solaris discussion (Tarkovsky).

W [10.29]

Review Soderbergh version of *Solaris* (2002).

F [10.31]

In-class writing assignment. Group organization for Project 3.

Week 12

M [11.3]

Memento (Christopher Nolan, 2001).

W [11.5]

Memento.

F [11.7]

Discussion of film production elements; Project 3 workshop.

Week 13

[11.10; 11.12; 11.14]

Workshop.

Week 14

[11.18; 11.19; 11.21]

Workshop. Group work on films (in/out class).

Week 15

M [11.24]

Film projects completed.

Film presentations (oral).

W [11.26]

Film presentations continued. Project reflections (written) due.

F [11.28]

No class: Thanksgiving Break.

Week 16

Dead week.

Portfolio work in class.

Week 17

Finals week. Portfolios due by the end of your section's Final Exam Schedule.

MWF 12:05 Dec 10 (Wed) 11:30am-2:20pm

MWF 1:05 Dec 12 (Fri) 2:50pm-5:40pm

MWF 2:05 Dec 8 (Mon) 11:30am-2:20pm

Statement of Understanding

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

I affirm that I have read the entire syllabus and policy sheet for ENGL 1102 and understand the information and the responsibilities specified.

print full name

legible signature

date

DIRECTIONS: Read carefully and check all that apply.

- ☐ I give my instructor, Joshua Hussey, permission to use copies of the work I do for this course, ENGL 1102 as examples in presentations and in print and electronic publications.
- ☐ I do not want my work used as examples in any situations.

If you give permission for your work to be used, please indicate how you want to be acknowledged:

☐ Please acknowledge me by name.

☐ Please use my work, but do not acknowledge me by name.

The following information enables me to contact you if your work is used.

print full name

legible signature

print permanent address

print campus address

phone

email address

date