SECTION DESCRIPTION
In this section of 1102, we will spend the entire semester gradually reading James Joyce's famously challenging Modernist novel *Ulysses* (1922). *Ulysses* depicts a single day (June 16, 1904) in the intersecting lives of a city (Dublin) and its inhabitants (in particular, Stephen Dedalus, Leopold Bloom, and Molly Bloom). A simultaneously exasperating and exhilarating anthology of styles, voices, and moods, this depiction is at once sharply focused and sweepingly various, funny and tragic, bawdy and philosophical, quotidian and rarefied. In addition to *Ulysses* itself, we will use several very helpful companions, including a new audio book and two film adaptations.

Doing well in this class will require a sustained commitment to engaging with *Ulysses*. The value of that engagement will have several aspects, including both the pleasures of reading Joyce and the challenges of learning to engage productively with one of the most significant novels of the twentieth century. By reading *Ulysses*, writing about it, and discussing it, you will strengthen the skills central to 1102, particularly the critical analysis of primary texts and research materials.

If you feel that the focus of this particular 1102 section will not suit you, I would strongly urge you to consider finding a different section.

GEORGIA TECH 1102 DESCRIPTION
All English 1102 sections at Georgia Tech use an interdisciplinary, technology-infused curricula to teach students to develop their critical and rhetorical communication skills, to write effectively, and to conduct literary analysis and research. In particular, English 1102 students critically interrogate the methodologies and theoretical assumptions underlying cultural studies, while creating a diverse body of electronic and conventional writing that reflects on the principles and modalities of the writing process. To support these goals, instructors integrate educational technologies into a student-centered collaborative learning environment. These approaches expand the boundaries of the traditional classroom and provide dynamic contexts for the students' investigation of the disciplinary and rhetorical objectives of the English 1102 curriculum. Upon completion of the course, students will be familiar with the fundamentals of writing and research, and with literary and cultural analysis and critique.

REQUIRED TEXTS
   NOTE: because each edition is paginated differently, you must use this edition of *Ulysses*
SUGGESTED TEXTS
You may also want to purchase the Adobe Reader e-book for our edition of *Ulysses*, available for $4.95 from Amazon (ISBN: B00005REE6). This will allow you to search the text, which may prove helpful for working on your papers. Finally, you should consider using the excellent unabridged audiobook of *Ulysses* (ISBN: 9626343095), which is available online and (in limited quantities) at the campus Barnes & Noble and at Engineer's Bookstore. Unfortunately, it's very expensive, but it is also on reserve at the library.

LIBRARY RESERVES
I have placed a substantial collection of research materials about Joyce on reserves at the library. For your research, you can supplement these with the library's access to e-books (particularly the netLibrary collection), to InterLibraryLoan / the GIL Universal Catalog, and to full-text databases such as J-STOR.

COURSEWORK
In addition to this reading, the coursework will require the following: two substantial research papers (15% and 25% of your grade); regular WebX postings, about 20 in total (20%); a brief individual presentation on your research for the first paper; a longer group presentation on one of the critical approaches to *Ulysses* included in the Norris collection (10%); a collaborative group website (10%); and substantial, consistent, active participation in class discussion (20%).

Your work for the course will consist of the following:

- **Group Presentation**: 10% (due 4/5 and 4/7)
- **Group Website**: 10% (due 5/1)
- **Paper #1, with presentation**: 15% (rough draft due 2/3, final draft due 2/10)
- **Paper #2**: 25% (first rough draft due 3/10, final draft due 3/31)
- **WebX portfolio**: 20% (due 4/28)
- **Participation**: 20%

PARTICIPATION
This class runs as a seminar which will require both careful reading and regular participation in the discussion. Throughout the semester you will also engage in group presentations, workshops, and peer editing exercises. All of these activities are part of the collaborative community that this class requires: the more everyone participates, the more everyone learns. In this sense, your consistent participation is an obligation to the classroom community.

The most prominent part of your participation grade will be active, regular participation in class discussions. To do well on this part of your grade you will have to contribute **consistently** and **visibly** to our discussions. Because these discussions are meant to develop everyone's understanding of the material, participation requires that you take an active role in working out ideas as a class. In particular, it requires you to do so by taking risks and asking questions, not just by answering them and not by holding back because you're not sure if you understand the reading. This means something more than just talking a lot – it also means listening attentively and politely to the discussion. Consequently, habits such as being late, sleeping, or talking to your neighbors while others are talking will substantially lower your participation grade.
PAPERS
The writing component of this course will take several forms, all emphasizing revision as a necessary habit. 2 formal papers (each 4-5 pages/1200-1500 words) make up the largest component of the required writing for this course. Your rough draft for the first paper will be due on February 3, and your final draft on February 10. Your rough draft for the second paper will be due on March 10, and your final draft on March 31. As detailed on the schedule below, the process for each paper assignment will begin when you e-mail me your draft thesis statement. We will then discuss these as a group, examining how the thesis is effective and how it needs to improve. Next, you will exchange a full draft of the paper with the students in your group and participate in peer reviews during class. You will then revise your draft before turning it in. Anyone who fails to adequately complete all reviews for their group members before we meet in class on review days will automatically receive a failing grade on their own paper.

When you turn in your paper, you must include the original draft with a reviewer's marks as well as a 1-page typed summary of the reviews it received and of how you chose to address those comments. This summary requires that you analyze your revisions, and allows me to see exactly what you did. Your second paper will go through two peer reviews, each with a different group. All essays must be computer printed and double-spaced in a reasonable 12-point font (such as Times or Palatino). I do not accept late papers—any extensions must be arranged in advance, and any assignments turned in late without previous arrangements will automatically receive 0%.

RESEARCH REQUIREMENT (FIRST PAPER)
I do not assign specific paper topics. Your first paper, however, will require you to compare the arguments from at least 4 different critical sources as you make your own argument about a small section of Ulysses. Before you begin writing, we will discuss what qualifies as an acceptable source. The assignment for your second paper will be defined later in the semester, but it will certainly include similar requirements. The emphasis in both research assignments will be on the intellectual process of engaging in a dialogue with what other people have thought, said, and written about your subject. Toward this goal, both of your papers must include an annotated list of works consulted, specifying how each source was useful for your paper (this requirement will overlap with your WebX response posts—see below—and with your individual presentation on the first paper). I will explain the details of the assignment as the date approaches.

PRESENTATIONS
During Week 6 (2/15 and 2/17), you will each give a 5-minute presentation on your research and how it influenced your argument. After you get your first paper back, you will sign up for group presentations (you will continue to work with the people in your peer review group). During Week 13 (4/5 and 4/7), each group will give a 20-minute oral presentation on one of the critical approaches to Ulysses represented in the Norris collection. These presentations will require you to use a visual means of leading the class through the critical approach and, just as importantly, through your own analysis of the approach. This is not an assignment to lecture the class or give a report, but rather to lead a short class discussion.

GROUP WEBSITE
Your final group website will require you to produce a brief guide (written from your own perspectives) to how students like you can engage with a book like Ulysses. The specific criteria will be defined well in advance of beginning the assignment, but you will have very considerable leeway in deciding how to approach and present the material.
WEBX
Your WebX posts will alternate between questions with specific passages from the texts – i.e., passages you think the class should discuss – and longer responses to your classmates and to our class discussion. In order to spread out the research for your papers, so that no one is overwhelmed at the last minute, the WebX response posts will also require you to include a reference to and description of a relevant research source, which you will then be able to use in your annotated list of works consulted for your papers.

The questions and responses that you post on WebX will serve a number of purposes:

1) A key part of the writing process, they will give you a concrete basis from which you can begin your essays. Instead of posting a comment and moving on, you will build your papers from your posts.

2) Because you are required to use the second, longer post to respond to your classmates, WebX will at once enrich our in-class discussions and extend them beyond our limited class time.

3) They will keep you writing on a regular basis, and will help focus the day's discussion.

4) With the inclusion of research sources, they will help introduce a broad range of materials into class.

With some exceptions, noted on the schedule below, your responses will have two stages, both of which must be clear, concise, on topic, and on time:

1) Questions. By 12 midnight on the assigned dates (see the schedule below), you will post 2 specific, detailed questions of your own about the reading, along with two passages from *Ulysses* (including quotations and page numbers) that inspired your questions. These will help you start thinking about the reading before we meet it in class. More specifically, these must be real questions that you think our discussion should address (I use your posts to shape our discussion).

2) Journals. By 12 midnight on the assigned dates, you will make a short post (300 words). These posts must respond directly to your classmates' discussion or WebX posts, and they must clearly identify the specific comments or posts to which they are responding. As part of the research requirement for this class, these journals must also include a full MLA reference to a research source for your paper, as well as a brief description of that source's value. Like the questions, these posts will help you prepare for discussion, but they will also help you prepare for your papers.

At the end of the semester, you will gather a 2-part portfolio of your class postings. 50% of the grade for your journals will come from this portfolio, which will include the following:

1) An explanation (500 words) of what you see as the qualities that make for a good, productive post. In defining and discussing those qualities, you must refer to examples drawn from your classmates’ posts. This portion will be graded as a formal piece of writing.

2) 5 postings that you choose to represent your best journal work for the semester. These should also reflect the criteria you define in part 1. Because these are journals rather than essays, they will be graded primarily for content, clarity, and evidence of consistent engagement with the material and with your classmates (i.e., they must do more than paraphrase my comments or those of your classmates).

The remaining 50% of your journal grade will reflect the completion of all of your journals. For every posting that is missing, late, or does not meet the basic criteria for a posting, I will deduct proportionate points from this 50%.
QUIZZES
There will be no quizzes or exams in this class, unless it becomes apparent from the lack of substantive discussion that you have not been doing the reading.

ATTENDANCE
You are expected to attend all classes – participation counts heavily, and you can hardly participate without attending. After two absences you will lose 3% from your final course grade for each further absence. If I do not hear anything from you about an absence, I will assume it is unexcused, so it is in your best interest to contact me as soon as possible if extraordinary circumstances arise.

OFFICE HOURS
My office hours are Tuesday and Thursday from 11-12 and 1:30-2:30, but I am also available to meet by appointment, and I will make time to meet with you. I strongly encourage you to come by my office if you are unsure about how to address the comments on your papers, if you want help getting a paper off the ground, or if you want to discuss something about *Ulysses* in more detail. If you contact me by e-mail or instant messenger, I will respond as soon as possible.

I will use e-mail as the primary means of contacting you, individually and as a group, about syllabi changes or anything else related to the class. I make every effort to respond to your e-mails promptly, and I expect you to do the same for my e-mails. Forgetting to check your e-mail or a last-minute computer problem will not be an excuse for missing a deadline.

GRADING
The grade descriptions here are not formulas: because every essay is different, every grade reflects the balance of strong and weak elements in a particular essay. One B paper may have a good argument weakened by awkward or unclear writing, while another may have very engaging writing but a weak argument, and a third might have a slightly less challenging argument but fewer formal problems. The argument in a C+ paper may have more potential than that in a B- paper, but the C+ paper may also have other more serious problems. A grammatically flawless but essentially empty essay will not get an A, nor will a brilliant argument obscured by weak grammar. The argument won’t be clear without the correct grammar, and the grammar serves no real purpose if it doesn’t help communicate anything. Finally, isolated mistakes usually won’t detract from your grade as much as the general appearance of carelessness will. You should be able to spell every word you use independently of any machine, but spelling errors in the age of the spell-checker are simply rude.

A: This essay is excellent. The argument is substantive, effectively and efficiently made, subtle, and original. The writing is clear, engaging, and direct. This essay has no significant grammatical, typographical, or spelling errors.

B: This essay has some relatively minor problems, but no major structural weaknesses. The argument is characterized by all of the same things that characterize an A argument, but to a lesser extent, or perhaps with one element weaker than the others. The writing is clear and engaging, with minor exceptions, but may not flow as well or may have passages of summary and description that do not contribute directly to the argument. There are scattered grammatical, typographical, or spelling errors that detract from the argument.

C: This essay has more serious problems, perhaps even at a structural level. The argument may be inconsistent and, despite some stronger sections, too often vague, unclear, simplistic, or disorganized. The writing may be clear, effective, or engaging in passages, but it is not consistently so. This, in turn, is probably due to an excessive number of errors or other problems.
D: This essay has extensive problems, at both surface and structural levels. The argument is unclear and ineffective to an extent that overwhelms any strong points. The writing is vague and even confusing. There may be enough serious errors that they obscure other elements of the essay, making the argument and the writing hard to evaluate.

F: This essay may have potential, but it has too many serious problems to be acceptable. The argument is unclear or weak enough that it may be hard to make out. The writing is unclear and confusing. It has serious and frequent grammatical, typographical, and spelling errors.

A+ = 98%
A = 95%
A- = 90-92%
B+ = 88%
B = 85%
B- = 80-82%
C+ = 78%
C = 75%
C- = 70-72%
D+ = 68%
D = 65%
D- = 60-62%
F = 1-59%
Incomplete = 0%

PLAGIARISM
All of the work that you submit for this class must be entirely your own, and must not be work that you have submitted or are going to submit for another class. All quotations, references, and sources must be fully and clearly cited according to MLA guidelines (see Chapter 18 in The St. Martin's Handbook).

Particularly with regard to using online sources, which are more likely to be plagiarized through simple carelessness, we will discuss plagiarism and citation in detail before you submit any written work for this course. As part of a departmental policy, all written assignments for this course will be turned in through the anti-plagiarism program “Turn It In” (www.turnitin.com).

This course will follow the definition of plagiarism in the Georgia Tech Honor Code (www.honor.gatech.edu). The "Student Conduct Code of the Rules and Regulations" (Georgia Institute of Technology General Catalog, Section XIX) states, “Academic misconduct is an act that does or could improperly distort student grades or other student academic records” and offers the following descriptive list:
- 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 persons, 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;
- Forgery, alteration, or misuse of any institute document relating to the academic status of the student.

The Code continues, “While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.” Consult the Honor Code online or in the General Catalog to remember your primary commitment to academic honesty. Students who engage in academic dishonesty may receive a 0.0 on the assignment or fail the course. In addition, the instance will be reported to the Dean of Students who may take further action.
COMPUTING RESOURCES AND REQUIREMENTS
We will meet regularly in a multimedia computer lab, and we will make use frequent use of Internet applications in the lab and from remote locations (i.e. your home or dorm room). Because this course assumes that all students will meet the technology requirements for incoming freshmen at Georgia Tech, you must have access to your own computer with Internet capabilities to complete the work in this class. We will use e-mail applications, Web browsers, and online conferencing applications (including Web Crossing) both in- and out-of-class. For your group websites, we will also use Macromedia Dreamweaver, which is installed on all lab and library computers at Georgia Tech, and we will devote a class to giving you basic training in the program. Previous experience with Internet research, e-mail, and conferencing software is not a prerequisite for this course, but it will be a significant advantage. If you have doubts about your ability to work with these programs, let me know as soon as possible. As described on the schedule below, during many of our class meetings we will also use the LCC's laptop carts. If you have your own wireless-equipped laptop, please bring it to class on those days.

STUDENTS WITH DISABILITIES
Any student who feels that he or she may need an accommodation for any sort of disability should make an appointment to see me during office hours. Students with disabilities should also contact Access Disabled Assistance Program for Tech Students (ADAPTS) to discuss reasonable accommodations. For an appointment with a counselor call (404) 894-2564 (voice) / (404) 894-1664 (voice/TDD) or visit Suite 210 in the Smithgall Student Services Building. For more information, see adapts.gatech.edu.

SCHEDULE
The due dates for the final drafts of your papers will not change, but as the semester progresses the reading schedule may change slightly (we may, for example, choose to spend more time on some episodes of Ulysses, and less time on others).

WEEK 1
Tuesday, Jan. 11: assessment essays, research resources (reserves, databases), send e-mail
       Wednesday, Jan. 12: post WebX #1 (discussion questions – see explanation above)
Thursday, Jan. 13: discuss Ulysses Episodes 1 (Telemachus, pp. 2-23) and 2 (Nestor, pp. 24-36); post WebX #2 (response with source – see explanation above)
       Friday, Jan. 14: last day to drop/add

WEEK 2
      Sunday, Jan. 16: post WebX #3 (questions for discussion)
      Tuesday, Jan. 18: continue discussing Episodes 1-2; post WebX #4 (response with source); demonstrate library research tools
      Thursday, Jan. 20: discuss Episodes 3 (Proteus, pp. 37-51) and 4 (Calypso, pp. 54-70), discuss paper assignment
WEEK 3
Sunday, Jan. 23: post WebX #5 (questions for discussion)
Tuesday, Jan. 25: continue discussing Episode 4, discuss Episode 5 (Lotus-Eaters, pp. 71-86); post WebX #6 (response with source)
Thursday, Jan 27: continue discussing Episode 5; review MLA formatting in St. Martin's Handbook, discuss common problems websites

WEEK 4
Sunday, Jan. 30: e-mail me your draft thesis statement by 12 midnight
Tuesday, Feb. 1: thesis statement exercise
Thursday, Feb. 3: exchange peer review drafts

WEEK 5
Sunday, Feb. 6: post WebX #7 (questions for discussion)
Tuesday, Feb. 8: peer reviews in class, discuss Episode 6 (Hades, pp. 87-115)
Thursday, Feb. 10: Paper #1 due, watch early scenes of Ulysses films; post WebX #8 (response to film discussion)

WEEK 6
Tuesday, Feb. 15: individual research presentations
Thursday, Feb. 17: individual research presentations, continued
Friday, Feb. 18: progress report grades due

WEEK 7
Sunday, Feb. 20: post WebX #9 (questions for discussion)
Tuesday, Feb. 22: discuss Episode 8 (Lestrygonians, pp. 151-183); post WebX #10 (response with source)
Thursday, Feb. 24: continue discussing Episode 8, discuss Episode 10 (Wandering Rocks, pp. 219-255)

WEEK 8
Sunday, Feb. 27: post WebX #11 (questions for discussion)
Tuesday, March 1: continue discussing Episode 10, begin discussing Episode 12 (Cyclops, 292-345); post WebX #12 (response with source)
Thursday, March 3: continue discussing Episode 12
Friday, March 4: last day to drop with a "W"

WEEK 9
Sunday, March 6: e-mail me your draft thesis statement by 12 midnight
Tuesday, March 8: thesis statement exercise
Thursday, March 10: exchange peer review drafts, catch-up discussion (with reading TBD) or discuss Episode 13 (Nausicaa, pp. 346-382); post WebX #13 (response with source)
WEEK 10
Sunday, March 13: post WebX #14 (questions for discussion)
Tuesday, March 15: peer reviews in class, begin / continue discussing Episode 13
Thursday, March 17: exchange second drafts, finish Episode 13 / discuss Episode 14 (Oxen of the Sun, pp. 383-428)

WEEK 11: SPRING BREAK
Tuesday, March 22: No Class
Thursday, March 24: No Class

WEEK 12
Sunday, March 27: post WebX #15 (questions for discussion)
Tuesday, March 29: second set of peer reviews, work on group presentations
Thursday, March 31: paper #2 due, watch films; post WebX #16 (response to film discussion)

WEEK 13
Tuesday, April 5: begin group presentations
Thursday, April 7: finish group presentations

WEEK 14
Sunday, April 10: post WebX #17 (questions for discussion)
Tuesday, April 12: discuss Episode 16 (Eumaeus, pp. 612-665); post WebX #18 (response with source)
Thursday, April 14: Work on final group projects, read Episode 17 (Ithaca, pp. 666-737)

WEEK 15
Sunday, April 17: post WebX #19 (questions for discussion)
Tuesday, April 19: discuss Episode 18 (Penelope, pp. 738-783) post WebX #20 (response with source)
Thursday, April 21: continue discussing Episode 18

WEEK 16
Tuesday, April 26: wrap-up discussion
Thursday, April 28: Last day of class, portfolios due
Sunday, May 1: group website projects must be posted by midnight