Overview of Writing and Communication at Georgia Tech

Welcome to Georgia Tech’s Writing and Communication Program. Our Institute-wide mission is to help students, faculty, and staff learn strategies for communicating effectively.

The immediate purpose of this e-book is to help you be more successful as a student at Georgia Tech. The long-range purpose is to help you be a more successful communicator in your personal interactions, in your community, and in your future professional life.

Why does being a good communicator matter? Being a skillful communicator is usually identified as one of the top qualifications for professionals in virtually every field, including architecture, art, business, engineering, humanities, medicine, politics, science, and social science. In a larger sense, being a good communicator makes your life easier, more interesting, and more fulfilling.

As you start your work with our program, you might consider these questions:

- **Why do I have to take a communication course?** First, it's the law: Georgia mandates that all students meet the requirements for English 1101 and English 1102, which are sometimes referred to together as “first-year composition.” But from our perspective, that's the least important reason. The second and much stronger reason has to do with the correlation between your personal, academic, professional, and community success and the ability to communicate effectively.

- **What if I’m already a good communicator?** You can still learn more. Successful people are typically eager to learn ways to be more effective and efficient.

- **And what if I’m not a very good communicator?** You need to be! And this is the place to learn. If you have been accepted to Georgia Tech, you have the cognitive capacity to extend your competence to include communication.

- **What kinds of communication can I expect to learn about?** In English 1101 and English 1102, you will read books, but you might also use blogs, email, wikis, and YouTube videos. You might give individual and team presentations. Using any or all of these forms of
communication, you learn that analyzing text, speech, and images can be a key to success. You develop strategies for making strong arguments. You learn strategies to find compelling supporting evidence. You learn communication processes that are transferable to many academic, professional, personal, and community situations. You learn how to be a stronger, more effective team member and leader. You learn to recognize that thinking and communicating are inextricably connected.

Purpose of This Overview
This overview can’t tell you everything you need to know about communication, but it’s a start. It has been especially designed for students at Georgia Tech. English 1101 and English 1102 rely on it, but you should also keep it as a reference. This overview explains two critical concepts about communication, highlights Georgia Tech resources, and assembles critical information useful not only for your English courses but for virtually all of your other academic communication. In addition, this information should be useful when you are working as an intern or a co-op student, and it should continue to come in handy when you’re a full-time professional.

Critical Concepts
We start with two basic concepts: Communication is rhetorical, and it is multimodal. You probably already know a considerable amount about these concepts, but English 1101 and English 1102 help you build on what you already know, encouraging you to explore the concepts in ways that focus on society, science, and technology; to use rhetorical strategies in ways that create professional, expert-like communication; and to consider variations in both modes and media.

Simply put, in English 1101 and English 1102 you learn to make appropriate tactical decisions in your communication, and you learn ways to make critical strategic decisions that are rhetorically sound. See the sidebar for detailed definitions.

Critical Concept #1: Communication is rhetorical
Rhetoric—a discipline going back to ancient Greece—is the study of the ways that people make what they write, say, or design persuasive for a particular audience in a particular situation. Persuasion involves constructing a logical and credible argument to convince an audience that
your position or point of view is appropriate. How can you argue persuasively?

Since ancient Greece, three appeals are considered the minimum for a good argument:

- One appeal is based on your own reputation and credibility as a writer, speaker, or designer (called ethos).
- A second appeal is based on the logic of your argument (called logos).
- A third appeal is based on the emotion of your argument (called pathos).

An argument—basically, a position or stance that is supported with convincing evidence—can be made by individuals as well as groups, in a variety of cultures, modes, and media. Being persuasive is challenging and involves making strategic decisions about rhetorical elements.

You often need to consider questions that ask about rhetorical elements, beginning with audience: Who are my audiences? What prior knowledge does a particular audience have? Knowing who your audience is and having some sense of that audience’s prior knowledge enables you to adjust a broad range of factors—complexity of content, nature of your argument, types of supporting evidence you select, organization of information, visuals you use, overall design of the information, complexity and formality of the diction.

Other questions are equally important to consider: What are the contexts in which readers, listeners, and viewers will use my document (or presentation or visual)? What purposes do I have? And what purposes do my audiences have? What argument am I making? What's the most compelling evidence I can use, given the attitudes and needs of my audiences? What's the most effective way to organize the information? What visuals will work, given the audiences and purposes? How does the design influence the ways that audiences access, understand, and use the information? What language conventions should I use? What visual conventions should I use? As you write a paper, prepare a presentation, or design a visual—by yourself or with collaborators—you need to ask and answer questions such as these.
Critical Concept #2: Communication is multimodal

A mode is the manner you choose to express your ideas. You may think that the communication courses you take at Georgia Tech are simply variations of the writing courses you’ve already had, but here at Georgia Tech writing is just part of what you need to master. Start to think of communication as multimodal, or WOVEN: Written, Oral, Visual, Electronic, and Nonverbal.

- **W**—You need to be a good writer. Being an excellent writer would be even better. Of course, the flip side of writing is reading; you need to be able to interpret and use the texts others write.

- **O**—You need to be a competent speaker and listener, capable of giving individual and team presentations as well as listening and responding to the presentations of others. Your competence in these areas also involves various kinds of collaboration: participating in, facilitating, and sometimes leading groups and teams.

- **V**—You need to be visually competent, which includes designing individual visuals for documents, Web sites, and presentations as well as designing entire pages or screens of information. You also need to be able to interpret and use visuals in documents, on posters, and in demonstrations and presentations.

- **E**—You need to be competent in using electronic/digital media and in using new media as they emerge and evolve. You need to select media for various contexts, audiences, and purposes.

- **N**—You need to understand and appropriately use nonverbal communication (for example, facial expression, eye contact, body language, vocal expression, spatial distances, clothing) in ways that convey your credibility and cultural sensitivity. You also need to understand and appropriately respond to the nonverbal communication of others.

Prior knowledge is an important concept. Which of these images of Georgia Tech’s mascot, Buzz, is likely to appear on the Institute’s official homepage, which at a home football game, and which as a reminder on some internal Institute Web pages? Your decision is based on your prior knowledge that official drawings of mascots usually appear on homepages, that costumed mascots usually appear at football games, and that some variation of an official mascot can be used to grab an audience’s attention.

How does your awareness of prior knowledge increase the likelihood that you’ll become a more effective communicator? When you consider what and how to communicate, you need to consider the prior knowledge of the audience. Someone who has never seen a college football game may not know that most schools have a human-size costumed mascot on the sidelines. Someone who has used few school Web sites may not know that variations on the mascot are typical. Ignoring the prior knowledge of readers, listeners, or viewers means that you will know what you intend, but the audience may not.

While all three images above have a similar general purpose, their specific purposes are different, which affects (among other things) the amount of information, selection of content, type of headings, and use of visuals.

How does your ability to identify, define, and characterize audiences increase the likelihood that you’ll become a more effective communicator? This ability—one of the most important you can develop—means that you can adapt documents, presentations, and visuals to various audiences, increasing the likelihood that they can understand and use the information and be persuaded by your arguments.
Whether people are working individually or collaboratively, domestically or internationally, a WOVEN approach to teaching and learning communication emphasizes ways to create and integrate ideas in multiple modes (written, oral, visual, and nonverbal) and in multiple media (face-to-face, print, and electronic/digital). A WOVEN approach does not attempt to isolate these modes and media; instead, it focuses on how these different modes are, well, woven together in our daily lives and in the work world. For more about how the modes and media work together, see the section of this e-book entitled “Multimodal Synergy.”

Rather than focusing solely on written communication, as traditional composition classes often do, Georgia Tech’s communication courses emphasize multimodality. This approach provides you with the communication strategies necessary to excel in a 21st-century world. The following pages explore some of the ways in which your communication courses engage different modes.

**Written communication** involves creating artifacts that inform or persuade audiences using written alphanumeric characters (sometimes called *alphabetic text*), usually in words. As you develop experience as a writer, you will become more and more skillful in shaping your text by using rhetorical elements (for example, context, purpose, audience, organization, argument, visuals, and design).

A WOVEN approach in no way deemphasizes the importance of written communication; instead, WOVEN communication emphasizes that writing plays crucial roles in other modes as well. Electronic communication, for example, relies heavily on traditional approaches to writing, but with important differences because writing on a keyboard and reading on a screen are dramatically different from writing and reading on paper. Ultimately, a foundation in written communication is vital to other types of communication, as well as in virtually every career path.

Both English 1101 and English 1102 include a variety of written activities and assignments. These courses stress the importance of planning, researching, drafting, organizing, revising, and editing your writing. As you would in more traditional writing courses, you read in conjunction...
Oral communication involves creating artifacts to inform and persuade audiences using spoken language, which may be transitory (like a face-to-face conversation) or recorded (like a political speech that is videotaped). From telephone conversations to team presentations, oral communication is important in your everyday interactions—in personal relationships, in academic activities, and in the workplace. As with writing, the preparation and practice of oral presentations mean you need to be responsive to rhetorical elements, such as appealing and adapting to your audiences.

Oral presentations are the most common method of practicing oral communication in first-year communication courses, and they are used both informally (with discussions of responses to daily assignments) and formally (with presentations in front of the class) to help you gain confidence and experience. These courses teach you about the importance of presenting information logically and clearly, as well as developing an effective style that may incorporate humor and audience interaction.

The conversations you have with teammates are also a kind oral communication. You should learn how to be a productive team member and team leader, how to present your positions persuasively, and how to discourage unproductive team conflict and encourage productive team conflict.

Visual communication uses images to create artifacts to inform or persuade audiences. Visual rhetoric encompasses not only creating and analyzing still and video images but also engaging in design and layout.

Understanding various ways to interpret and create images is an important part of your first-year communication experience. The same rhetorical concerns that influence your strategic decisions in writing a report or preparing an oral presentation also shape the visuals you create.
Electronic communication involves diverse media. It’s not simply a unified way to inform or persuade audiences because different media necessarily give communication different shapes. Changing the medium changes the message. Electronic communication will be a major part of your English 1101 and English 1102 courses in four broad ways:

- Using T-Square, Georgia Tech’s electronic course management system
- Using your laptop computer as a communication tool and perhaps also as an object of study
- Learning about electronic communication and its cultural influences
- Using electronic communication as part of your own processes—for example, engaging in online peer editing or electronic publication

Nonverbal communication comprises any communication that doesn’t emphasize words. It may include kinesics (gestures and body movements), oculsics (eye behavior, such as eye contact), paralanguage (vocal information such as volume, pace, pitch, tone and inflection), vocalizations (such as “shhhhh” and “uh-huh”), proxemics (spaces between people who are interacting), haptics (touch), chronemics (use, structure, and orientation related to time), posture, and clothing.

Teamwork and class discussions are two of the places where you can see nonverbal communication. You can regularly ask yourself how and why you react to certain nonverbal cues, especially in group interaction. Nonverbal communication, which is powerfully influenced by culture, can either reinforce or contradict the verbal or visual message. Some experts believe that people can more easily distort verbal or visual messages than they can nonverbal messages.

Rather than teaching each of these communication modes separately, a WOVEN approach to communication emphasizes the ways in which they often work together. For more information, see the section of this e-book entitled “Multimodal Synergy.”

Self-reflection. Check your usage. The word “medium” is singular, and the word “media” is plural. Thus, you say, “medium is…” and “media are….”

Electronic communication
Assignments focusing on electronic communication might include artifacts such as these:

- email
- e-resumes
- online journals
- blogs
- Web sites
- multimedia animation
- digital slideshows
- podcasting and Web videos
- video conferencing
- wikis

Nonverbal communication
Assignments focusing on nonverbal communication will almost always be incorporated as part of other tasks. They might include artifacts such as these:

Oral presentations
- Radio broadcast, so the voice, silence, and sound effects are the primary cues to interpretation
- Oral presentation with no hand gestures or with stylized hand gestures (like 19th-century orators)

Interviews
- Simulated interview (perhaps for a summer internship) showing how body language, movement, and posture can convey your attitude
- Telephone interview with varying pause times to assess changes in audience response

Team or small-group interaction
- Generation of phrases and sentences whose meaning changes dramatically depending on the vocal characteristics (for example, emphasis, pauses, pacing, tone)
- Small-group interaction with selected people using different kinds of eye contact (for example, complete avoidance, intense gaze) to assess the response of both speaker(s) and members of the group
Courses about WOVEN Communication
At Georgia Tech, you learn about and practice WOVEN communication in your English classes. For most first-year students at Georgia Tech, initial experiences with the Writing and Communication Program are in the core courses: English 1101 and English 1102. These courses provide opportunities for you to practice and hone your multimodal strategies in relation to issues and concerns in science and society.

You'll also learn about and practice WOVEN communication in many of your other classes. In your disciplinary courses in your major (and minor, if you choose one), communication opportunities will enable you to work toward becoming a skillful, competent professional.

When you graduate from Georgia Tech, you will be able to create effective documents, give engaging presentations, produce appropriate images, and work productively on teams. You'll be comfortable in a range of digital environments using a variety of software applications. The Writing and Communication Program will help you learn strategies for successful communication throughout your undergraduate experience, into graduate school, and as a Georgia Tech alum.

The Writing and Communication Program emphasizes that communication isn’t just something you need for the English and other humanities-based courses you will take during your years at Georgia Tech. Engineers can’t implement the systems they design unless they can convey their ideas to their colleagues. Scientists can’t test hypotheses on a large scale unless they can explain and justify their efforts to people both within and beyond their professional communities. Business leaders can’t revolutionize industry without the ability to persuade others to follow their examples. No matter what path you choose for your life after college, communication is crucial for your success.

English 1101 and English 1102 introduce you to principles that drive successful communication. The majority of Georgia Tech students take these courses in their first year, gaining a foundation for the work they will do in their other courses and in their careers. In addition to English 1101 and English 1102, the Writing and Communication Program offers a third core course, LCC 3401, an introduction to technical communication—that is, communication that defines, influences, and often propels professional endeavors.
English 1101
English 1101 teaches you communication and critical thinking skills that prepare you to succeed academically at Georgia Tech and professionally in the work world. Building courses around literature, film, science, technology, and popular culture, instructors of this course provide you with exciting, intellectually engaging opportunities for learning. Previous themes for English 1101 courses include “Funny or Die: Zingers, Gags and Shitick that Built a Nation,” “Humanness and the Biomedical Age,” “Black Georgia,” “US Male: Men and Masculinity in American Culture,” “The Politics of Culture, Race, and Nation,” and “The Technologies of Travel.” Students who completed these courses explored important topics while developing competence in multimodal communication.

While writing is a primary focus of English 1101, the course positions written communication as part of a larger WOVEN framework that also includes oral, visual, electronic, and nonverbal communication. Working with teachers trained in electronic pedagogy, you complete assignments in a wide variety of media, developing, for example, Web sites, blogs, video, PowerPoint, and podcasts, as well as more traditional written forms such as essays and reports. English 1101 introduces you to the complexities and challenges of writing in an environment where the written word interacts closely with visual and oral elements.

In English 1101, you can expect to work collaboratively in a wired environment that may involve forums and networked computers. Instructors of 1101 often create virtual spaces for assignments, believing that your facility in virtual worlds prepares you for technology-driven work. Your collaboration may take a variety of forms, from group/team projects to peer review. You can expect to create a multimedia presentation for at least one assignment.

English 1102
Building on English 1101’s WOVEN (written, oral, visual, electronic, and nonverbal) communication foundation, English 1102 continues to help you learn how to communicate more effectively, but with greater emphasis on research, argument, and applied theory. Like instructors of English 1101, instructors of English 1102 construct courses around intellectually engaging and relevant themes from science, technology, literature, and popular culture. Themes from previous sections of English 1102 include “Utopias and Dystopias: The Politics of the Architectural Imagination,” “Technology and Modern Irish Drama,” “Contemporary World Cinema,” “Reading Ulysses at Georgia Tech,” “Writing about Postmodern Literature,” “Being Human in the Information Age: Defining Information in 20th-century Science, Fiction, and Science Fiction,” and “I put on for my city: Representing the A as Urban Utopia in Hip-Hop Music.”
Whether you are studying Mexican cinema or learning to read *Macbeth* in a new way, the ultimate goal of these theme-based courses is to provide you with an interesting, provocative starting point for formulating your own theories about culture, society, science, and technology. In English 1102, you delve deeply into literary and cultural texts. Whether the subject is biotechnology or science fiction, you learn how to articulate broad cultural, social, and economic concepts. In this way, you begin to see how “big ideas” permeate everyday life; you also gain the confidence to frame and defend unique arguments.

Research is another important aspect of English 1102. You complete a semester-long research project related to the course theme. Your final project might be a Web site, poster project, or research paper, but in every case, you thoroughly explore a subject using a variety of forms of inquiry. Instructors in English 1102 emphasize the importance of intellectual property and the proper citation of sources, but more important, they help you learn the role research plays in formulating social and cultural ideas. When you finish English 1102, you will have learned how research lends authority to the formulation of arguments and to the construction of ideas.

**LCC 3401**

LCC 3401 builds on the competencies you develop in English 1101 and 1102, often with a special emphasis on communicating in scientific, business, and technological disciplines. LCC 3401 helps you learn how to assess audiences in order to create workplace documents, presentations, and visuals that are accessible, comprehensible, and usable. When you complete the course, you will have learned how to evaluate and respond to a variety of communication situations in professional settings.

More specifically, you learn to create workplace genres—from traditional print documents such as reports, proposals, and memos to electronic forms such as email and Web sites; you will also learn how to assess the rhetorical situation underlying each of these genres.

With this emphasis on workplace communication practices, instructors of LCC 3401 focus on actual communication problems and scenarios. Many instructors enrich the course with their nonacademic work experience from the corporate and nonprofit worlds as writers, editors, and communication specialists. This experience adds a pragmatic dimension to this course. Students can expect their technical communication instructors to challenge them to think about communication outside the bounds of the classroom.

The emphasis on workplace communication takes many forms. Some instructors build courses around final projects that require you to work with actual workplace clients. Some require you to create and run mock
companies. Others help you build online portfolios. Still others invite guest speakers from the corporate world to interact with you or encourage you to contact potential employers. All instructors of LCC 3401 teach the basic forms of workplace communication, document design, and interpersonal etiquette necessary to succeed as a professional.

**Building Your Communication Portfolio**
Beginning in English 1101 and 1102 and perhaps continuing in LCC 3401 and other courses, you have an opportunity to build a portfolio that showcases your accomplishments in communication. Instructors help you to select and assess artifacts that show your development as a communicator.

**Why does showcasing your accomplishments in communication matter?**
Advancing in your career often depends on your ability to assess your own work. *Self-assessment* for your portfolio involves three critical components:

1. Selecting, identifying, and analyzing your best multimodal artifacts
2. Reflecting on how you developed those artifacts from early to final drafts, on what you were trying to accomplish, and on whether you achieved your goals
3. Presenting your work and reflection in a manner that demonstrates your achievement for yourself, your instructor, and other outside audiences, including potential employers

The ultimate purpose of developing a portfolio is that it helps you to transfer what you learn from one assignment to the next assignment, from one course to the next course, and from your courses to your career.

**How does a portfolio help you to transfer learning?**
The reflections on your processes and artifacts that give your portfolio coherence are perhaps even more important than the artifacts themselves. Reflecting on your work prompts you to identify patterns in your performance and to consider how these patterns might apply in future endeavors. Identifying patterns helps you to see your strengths (which you can repeat and develop further) as well as your weaknesses (which you can improve).

For example, when you reflect on the process of designing a poster, you might notice that you have a tendency to omit subheadings that could help viewers to understand your argument. Identifying this tendency necessarily encourages you to focus on subheadings when you revise any poster—or perhaps any other type of artifact. Thus, reflection enables you
to transfer what you learned during the specific poster assignment to situations you are likely to encounter both in classrooms and in the workplace.

Your portfolio is a required part of English 1101 and English 1102, but you may choose to continue developing it in other classes, in your internships and co-ops, and in your other campus and community activities. The result of pursuing self-assessment while maintaining an organized record of your work is a resource that you can easily use to share your accomplishments and advance your career.

Frequently Asked Questions
This section anticipates question you may have about English 1101 and English 1102, especially if you have taken Advanced Placement (AP) or International Baccalaureate (IB) courses in high school.

Can I receive credit for English 1101 and English 1102 through advanced placement examination?
If you receive the following standardized test scores before registering at Georgia Tech, you may place out of English 1101:

**College Board Advanced Placement (AP)**
- English Literature and Composition Test score of 4 or higher
- English Language and Composition Test score of 4 or higher

**International Baccalaureate (IB)**
- Standard English Test w/ IB Diploma score of 6 or higher
- High Level English Test score of 4 or higher
- SAT II English Subject Test score of 750 or higher

Advanced placement is not typically awarded for English 1102, which covers an array of WOVEN skills and research methods that cannot be easily or accurately evaluated through standardized testing procedures.

When should I take English 1101 and English 1102?
Most students should register for English 1101 in the fall in which they enter Georgia Tech. Students who place out of English 1101 have the option of taking English 1102 in the fall in which they enter Georgia Tech, but they can also wait until spring. We offer the greatest number of English 1101 sections in the fall and the greatest number of English 1102 sections in the spring, and first-year students normally get priority for these sections. **Taking English 1101 during your first fall semester and English 1102 no later than your first spring is very important:** if you fall out of this standard schedule, you will have to compete with incoming first-year students for available seats in future fall semesters.
Why do I have to take LCC 3401?
Many of the academic units at Georgia Tech have decided that their graduates would benefit from advanced coursework in communication. They therefore require that students in their majors take Technical Communication, which further develops students’ written, oral, visual, electronic, and nonverbal skills.

Can I receive credit for LCC 3401 through advanced placement examination?
Advanced placement is not typically awarded for LCC 3401, which gives students advanced expertise in WOVEN skills that cannot be easily or accurately evaluated through standardized testing procedures.

Can I request an overload for English 1101 or English 1102?
Because student-instructor interaction is so important to composition courses, the School of Literature, Communication, and Culture does not allow overloads for English 1101 or English 1102.

Can I request an overload for LCC 3401?
Juniors and seniors may request LCC 3401 overloads using the OSCAR Registration Override Request System. Overloads are awarded based on seniority.

Regents’ Testing Program
To be eligible for an undergraduate degree, every student in the University System of Georgia must satisfy the Board of Regents’ requirements for proficiency in reading and writing. Many Georgia Tech students will satisfy these requirements through a combination of previous test scores and grades in English 1101. Students who lack the necessary scores or grades to meet the Regents’ standards will take the Regents’ Test for Reading and Writing. Read details: <http://www.lcc.gatech.edu/regents/>

Satisfying the Requirements through Previous Test Scores
Students may satisfy the Regents’ requirements for proficiency in reading with the following test scores:

- SAT Verbal score of 510 or higher
- ACT Verbal score of 23 or higher
Students may satisfy the Regents’ requirements for proficiency in writing with the following test scores:

**College Board Advanced Placement (AP)**
- English Language and Composition Test score of 3 or higher
- English Literature and Composition Test score of 3 or higher

**International Baccalaureate (IB)**
- High Level English Test score of 4 or higher

**SAT/ACT**
- SAT II: English Writing Test score of 650 or higher
- SAT Reasoning: Writing Test score of 560 or higher
- ACT English/Writing Exam score of 24 or higher

Students may additionally satisfy the writing requirement with the following test combinations:
- SAT Critical Reading score of at least 510 combined with SAT Writing score of at least 500
- ACT English/Writing score of at least 22 combined with ACT Reading score of at least 23

Students registered in the University System of Georgia fall 2005 through spring 2008 may also satisfy the writing requirement with the following combinations of test scores and ENGL 1101 grades:
- SAT Verbal score of 530 combined with A in ENGL 1101
- ACT Verbal score of 23 combined with A in ENGL 1101
- SAT Verbal score of 590 combined with B in ENGL 1101
- ACT Verbal score of 26 combined with B in ENGL 1101

Students who have submitted these previous test scores to Georgia Tech should automatically satisfy the Regents’ requirements. No further action will be necessary.

**Satisfying the Requirements through the Regents’ Testing Program**

Students who do not satisfy the Regents’ requirements through test scores and/or grades must take the Regents’ Test, beginning the first semester after they have earned 10 hours of college credit. They must take the test each semester until they pass.

The Regents’ Test consists of two sections, essay and reading, administered in that order. The essay section requires students to write an essay on one of four possible topics. The reading test consists of nine passages with multiple-choice questions about elements such as word use and basic comprehension. The exam lasts two hours, 60 minutes for each
section. Students who satisfy any portion of the Regents’ requirements through previous testing will NOT need to take that portion of the Regents’ test.

Registering for the Regents’ Test
Students who have already received 10 hours of college credit are automatically registered for the Regents’ Test, which is offered on the Georgia Tech campus in the tenth week of each semester. Students will receive an email from the Registrar’s office announcing the test and advising them to check OSCAR for specific test times and locations.

Students who attended a high school in which English was not the language of instruction may request an alternate test for speakers of English as a second language. The registrar will include information about registering for this alternate test in the email announcing the testing dates.

Regents’ Skills Classes
All students who have accumulated 45 semester hours of course credit without satisfying one or both portions of the Regents’ requirements must take the Regents’ Skills Course along with other course work. They will be automatically enrolled in RGTR 1098 to prepare for the reading test and RGTE 1099 to prepare for the essay test. Enrollment in these courses is mandatory and automatic; only students who are enrolled exclusively in co-op hours may drop the classes.

Research Made Easy: Making the Most of the Georgia Tech Library & Information Center
The Georgia Tech Library & Information Center is essential to your success as a Georgia Tech student for many reasons, one of which is that it can help to meet your research and technology needs for English 1101, English 1102, and LCC 3401. The following section explains how the Library provides research support and technological resources, and it provides information, instructions, and advice for using the Library’s services and for conducting successful research.

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<tr>
<th>Library Hours</th>
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<tr>
<td>The Georgia Tech Library &amp; Information Center has extensive hours for you to use the facilities. Check for variations in the schedule during summer and vacation time.</td>
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<tr>
<td>Monday–Thursday: 24 hours a day</td>
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<tr>
<td>Friday: closes at 8 pm</td>
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<td>Saturday: 9 am to 8 pm</td>
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<td>Sunday: noon to midnight</td>
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Research Support
The Georgia Tech Library offers several forms of research assistance. Research Guides for selected disciplines direct you to subject-specific resources, and links to email, chat, and a list of subject librarians are available on the Library’s Ask! Us page. For English 1101, English 1102, and LCC 3401 research assistance, contact Sherri Brown, First-Year English Instruction Librarian, or Jon Bodnar, Subject Librarian for Literature, Communication & Culture.

The Library holds walk-in classes on a variety of topics. For a list of upcoming classes, choose the Library Classes link on the Library’s homepage. Some of the classes you may find useful include:

- Library 101 – The Basics of Using Library Resources
- Using Electronic Journals Available on Your Desktop
- Zotero: The Next-Generation Research Tool
- Introduction to Dreamweaver

Technological Resources
The library has many important technology resources, including expert assistance from trained professionals and peers, spaces for individual and group work, places for rehearsal, software applications, and equipment you can use and sometimes sign out.

Library West Commons (LWC). The LWC features several resources useful for developing your communication artifacts:

- The LWC Productivity Cluster is located on the First Floor West of the Main Library. The Cluster’s 85 general-use workstations provide access to a variety of software. The Cluster houses scanners, 2 black & white printers, and 1 color printer. User Assistants provide technical and customer service support.

- The Multimedia Studio, located next to the LWC Productivity Cluster, is equipped with high-end Mac workstations with multimedia applications and video-editing software and hardware. An updated list of Multimedia Studio Software is available on the Library Commons Web page.

- The Library’s Presentation Rehearsal Studio can be reserved for up to 2 hours at a time to practice class-related presentations. It also allows video and audio recording.

Library East Commons (LEC). The LEC is a mixed-use, flexible space designed for long-term collaborative work and academic socializing. It is located on the First Floor East of the Library. The LEC offers computers, black-and-white as well as color printers, comfortable furniture,
presentation and exhibit areas, and a café. Adjacent to the LEC, the Library’s Circulation Desk has a variety of resources including computing equipment and peripherals, digital cameras and camcorders, a large-format plotter printer (good for posters and other large-print artifacts), audio-visual accessories, and more. Check-out times vary by item.

**Printing.** Printing is available in both the LWC and the LEC. The Office of Information Technology allocates $2.20 each week to students via their Buzzcards for printing in the Library and Student Center computer clusters. When that allocation isn’t enough, you can add funds to your Buzzcards at many locations around campus. These are the basic charges for printing:
- Black and White (with or without finishing) = $.04 per page
- Color = $.20 per page
- CentralPS = no charge

**Technology Support Center.** Supported by the Office of Information Technology, the Technology Support Center, located on the Library’s ground floor, provides hardware, software, and computer networking assistance. The Technology Support Center contains a Multipurpose Room that you can reserve for presentation rehearsals, small group meetings, and video conferencing sessions.

**Research Basics**
The Library’s Homepage (http://www.library.gatech.edu) is the first place to start when conducting academic research.

**Locating Course Material on Reserve.** Professors often place materials on reserve for their courses. You can search for these items by course name, department, or instructor through the Course Reserves link on the Library’s homepage. Reserve materials may include printable PDF files and print or multimedia items located at the Circulation Desk. Loan periods for print and multimedia items vary.

**Finding Books at Georgia Tech.** You can find books owned by the Georgia Tech Library by using the GT Catalog. You can search the catalog either by using the Classic GT Catalog link or the search box at the top of the library’s homepage:
Once you enter search terms and find a book that you want, you will need to write down the call number of the book in order to locate it in the stacks:

**Book Catalog Record** – Note the location and Call Number of the item. In this example, the item is located in the stacks on the 4th Floor West of the Main Library, under the call number PN3433.6.L36 1990.

Each record will indicate where the item is located. The following list explains a few of the most common locations you will see:

- **Main Library**: use the call number to locate the book in the stacks on floors 2 through 6.
- **Circulation Desk**: items that have a location of Circulation may be on Reserve for a class (either your class or another). Please ask at the Circulation Desk in the Main Library to see if the item may be checked out, and for how long.
- **Reference**: Reference Books are located either on the 2nd Floor East or on the Ready Reference Shelves behind the Information Services Desk. These items are for in-library use only.
- **Archives**: items in the Archives must be used in the Archives, located behind the main library building. These items may not be checked out.
- **Architecture Library**: located on the first floor of the Architecture West Building (247 Fourth Street), it houses items that are arranged by call number.
Once you have located the item, if it can be checked out, you can take it to the Circulation Desk, located on the 1st Floor East of the Main Library.

**Requesting Books from other Libraries.** If Georgia Tech does not own a book that you need, or if the book is unavailable, you may be able to request it through the [GIL Universal Catalog](#), available from the Library’s homepage. The GIL Universal Catalog searches the holdings of all of the libraries in the University System of Georgia. If you find a book available at another University System of Georgia library, you can place a [GIL Express Request](#) to have it delivered to Georgia Tech free.

If you need a book, journal article, or other item that is not available at Georgia Tech or through GIL Express, you can request the item through [Interlibrary Loan (ILLiad)](#). Once you log in, you can choose to Request a Photocopy for a journal article or book chapter or Request a Loan for a book or other item. From the Interlibrary Loan Web page, you can later view articles sent to you electronically, request renewals for Interlibrary Loan books, and more. The service is free to students as long as it costs less than $25 for the library to obtain the item.

**Finding Articles.** The Library’s [eJournals](#) page allows you to find articles from citation information (what journal, newspaper, or magazine published the article, and in what volume, issue, year, and page it appeared). Search eJournals using the journal/newspaper/magazine title, NOT the article title! If the periodical is not listed in the eJournals section, you can check the [GT Catalog](#).

From the Library’s homepage, use the [Articles (Databases)](#) link to find articles indexed in general and subject-specific databases. You can use the [Research Guides](#) or ask for assistance to locate databases in a particular subject area.

**Evaluating Sources.** When conducting research, always evaluate the sources of information that you find. Consider the following when using books, articles, or Web sites:

- **Credibility:** Who wrote/created the work? Is she or he an expert in the field of study? Is the piece from a peer-reviewed journal or a popular magazine? Who published the work—a university press, trade press, or vanity press? Who sponsored a particular Web site?

- **Relevancy:** How relevant is the information to your research needs? Is there something else that would fit your needs better?

- **Currency:** How up-to-date is the information? If it is a Web site, when was it created? How often is it updated? If it is a book or article, is it current enough for your needs?
• **Reliability:** Consider the possible agenda of the person writing the piece—how biased is the information? Are references provided for included information? Does the information in this work match what you have read in other sources? Do you trust the source?

**T-Square: Your Course Management System**

By answering common questions, this section provides basic definitions and instructions for using T-Square, Georgia Tech’s version of Sakai, an open-source system used by students and faculty for course management, collaboration, project forums and discussions, resource storage and retrieval, and more.

**How do I access T-Square?**

Logging into T-Square is easy:

1. Go to [http://t-square.gatech.edu/](http://t-square.gatech.edu/)
2. Click the "Login" button in the upper right-hand corner of the screen.
3. Enter your Georgia Tech Account Username and Georgia Tech Account Password where indicated.

If you have multiple roles on campus (e.g., student and departmental employee), make sure you are using a Georgia Tech Account Username that is associated with your academic role.

**What is My Workspace?**

My Workspace is an individual worksite for each user. When you first log onto T-Square, you are in the My Workspace area, the first (leftmost) tab on the top navigation bar. In addition to seeing announcements in My Workspace, you can access the following tools:

- **Profile:** Edit T-Square’s information about you; you can even add a picture other than the official one on your BuzzCard.

- **Resources:** Store personal files (documents, images, etc.), arranged into folders you create.

- **Membership:** View a list of the worksites that you belong to, and add yourself to publicly joinable sites.

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**Message of the Day** provides announcements of interest to the T-Square community.
• **Worksite Setup:** Create your own worksites and revise the information of the worksites you own.

• **Preferences:**
  - Choose how you would like to be notified about new or changed items on sites you belong to.
  - Customize worksite tabs (you may hide tabs from prior semesters), time zone, and language.

• **Help:** Access information about use and features of T-Square and getting help and support.

**How do I access my courses?**

When you open T-Square, you see five tabs on the top navigation bar. The tabs other than the My Workspace tab indicate the courses you are taking. If any of your courses do not appear, click the **My Active Sites** tab. If you cannot find your course under the **My Active Sites** tab, contact your instructor and ask whether she or he is using T-Square for your course and has published the worksite.

If the course worksite has been published, but it is still not visible in your **My Workspace** area, then check your schedule in OSCAR to verify that you are officially registered for that course. If you are, then submit a remedy request ticket. The T-Square support staff will investigate the problem.

To access the Remedy System, click on Help at the bottom left of any T-Square page. Then click the “**Online T-Square Help/Support Request Form**” link as shown in the adjacent screen capture. The other links on this pop-up window are described in the next section.

**Where can I get help using T-Square?**

**NOTE:** If you are taking fewer than five courses, you won’t have the **My Active Sites** tab because all of your courses should be automatically visible.
You have several options for getting help in T-Square. You should always begin with a variety of self-help options, including various tools and diagnostics as well as information you can find in T-Square FAQs. You also have access to professionals whose job includes helping you with problems that you couldn’t resolve yourself.

**Inside T-Square.** Clicking the Help button on the left menu opens the help window you see in the screen capture above. The Help window provides links to documentation and tutorials as well as a way to contact T-Square’s support staff. It also leads you to a search field where you can input key words related to your questions and concerns. The Help window offers these options:

- **T-Square Management Tools** (Also called “Custom Tools,” this link includes the Course Combining Tool and Bulk User Addition Tool, which are mostly for instructors or site owners)
- **Automated Web Browser Diagnostics**
- **Frequently Asked Support and Help Questions**
- **T-Square Project Information Website** (a link to info.t-square.gatech.edu; see below)
- **Online T-Square Help/Support Request Form**

**Additional Help Resources.** In addition to exploring the resources in the help window, you can get help in the follow ways (listed in the order you should use):

1. **Remedy Ticket:** Either use the “Online T-Square Help/Support Request Form” link in the help window, or use the standard Remedy Ticket system.
2. **Email:** Email is preferable to phone because it automatically creates a digital record.
   - a. cethelp@ctel.gatech.edu
   - b. stephen@ctel.gatech.edu (for T-Square specialist Stephen Rehberg)
   - c. chaohua.ou@ctel.gatech.edu (for T-Square specialist Chaohua Ou)
3. **Phone:** For urgent help, do not hesitate to call.
   - a. CETL main line 404-894-4474
   - b. Stephen Rehberg 404-894-7569
   - c. Chaohua Ou 404-385-4812
4. **Walk-in:** Users are always welcomed to drop by. We are in the Tech Tower basement next to Junior’s Grill:
   - 225 North Ave. #004
   - Atlanta, GA 30313
Finally, you might find useful help resources at info.t-square.gatech.edu. This site is currently the main information site for all that is happening in T-Square, present and future. It will eventually be moved inside of T-Square, but for now the site is maintained separately and contains some very important tools and documentation. Most of this material is targeted for instructors, but you might find some useful information as well:

- **Bulk Add Users** (a flexible alternative to “add participants” inside T-Square)
- **Combine Courses** (the only method to combine 2 or more of your official courses into one master course—read the instructions and cautions)
- **FLASH tutorials** (many of the most requested instructions such as combining courses, uploading grades, and creating guest accounts can be found here)
- **Workshop Handouts** (all T-Square workshop handouts are online here)
- **Instruction Manuals** (special manuals for Georgia Tech instructors)
- **Other data for T-Square users**

**How can I use T-Square tools?**
Many tools are available in T-Square for teaching, learning, and collaborating. Instructors may choose different tools for different classes. Below is a list of some of the major tools used at Georgia Tech and a brief introduction about how to use each of them. You can find additional information and tutorials for these tools by clicking the help button.

**Assignments.** By clicking on the **Assignments** tool on the left menu bar, you may see a list of the assignments for your class. To submit an assignment, click on the title to open it and view the instructions. Please check whether your professor allows multiple submissions before the due date. If only one submission is allowed, you cannot make any changes after your submit it. If multiple submissions are allowed, you may overwrite your previous version by resubmitting an updated version. In either case, sometimes your instructor may return your assignment and allow resubmission. Please resubmit it before the deadline. (See the screen captures below.)
Submitting an assignment requires several steps, particularly if you attach one or more documents. Notes within the screen shots explain the process.

**Save Draft.** This button allows you to come back and continue working on the assignment; however, you must remember to click Submit before the due date so your instructor can review your work.

**Submit.** Be certain you are ready to submit your work for grading and that you are doing so before the due date and time. If the assignment allows multiple submissions, then it is safe to click this button.
- **Save Draft**, but the instructor will then have access to your work.
  If you do not want your work graded, then use the **Save Draft** option.

**CAUTION**: If you need to type into the text area, you should save the draft frequently to avoid losing work because of computer or network problems. Alternatively, you may also complete your document off-line, then copy and paste the content into the text area.

Your instructor won’t get your assignment if it is saved as a draft. You must submit the saved draft before the due date.

**Resources.** The **Resources** tool within your own workspace or a worksite you create allows you to add, edit, and delete resources. The Resources tool within your class is usually for your instructor to post class handouts, lecture notes, and other important course materials. You may not have access to add or change any files within your class resources folder, only the ability to view and download them. (See screen captures that follow.)

**Instructor/Full Permission View.** The first screen capture below shows Resources from the instructor’s point of view; we include it here because your instructor may grant you full privileges for some or all of the Resources tool. Also, all students may create their own sites; on your own sites, you have these options:

1. You may setup WebDAV to upload and download multiple resources.

2. You may set permissions for what participants in different roles can do.

3. You may add subfolders to organize your resources. A plus sign on the folder icon indicates items are inside.

4. **Add**: add resources, folders, and items

   **Actions**: edit, copy, or remove resources
The next screen capture shows you how to manage files and navigate within Resources.

Click on either of these two icons to return to the Resources home page or a higher level within a folder.

Check the box beside the resources item, so you can copy, remove, or reorder it.

The next screen capture shows you how to set up Resources’ availability and user access. (These options are only available to those who can upload files or edit folders.)
**Drop Box.** T-Square’s **Drop Box** tool enables you and your instructor to share and exchange documents within a private folder. The Drop Box works like the Resources tool, allowing you to upload many types of files and many files at a time. There is a 400MB limit to any one upload whether it is one or several files. All navigation elements are much the same, as are the addition and deletion of folders and items. The only difference is that you can view your own folder, as can your instructor. The Drop Box allows nested folders (folders within folders). Please make sure that you upload the files to the right folder.

**T-Square’s Gradebook.** You may view your grades for assignments and tests/quizzes in T-Square’s **Gradebook.** You can see the score you earned as well as the total score for each Gradebook item. You may not see your grades until your instructor releases them.

**Forums.** After you click the **Forums** tool on the left menu bar, you will see a list of class discussion forums and topics. Similar topics are grouped together. To participate in a forum, you post a message responding to a topic or replying to another participant’s response. You can click the **Insert Original Text** button to add the previous post’s text to your response. You can also add an attachment to your message. In some classes, instructors use the Forums tool to encourage and evaluate class participation. Instructors can view Forums statistics and grade student contributions.

**Announcements.** You may read announcements within each worksite to which you belong. To do so, enter a site and, from the menu bar, click **Announcements.** To read an announcement, click its title. Alternatively, from My Workspace, you can view a consolidated list of announcements from all your sites. To do so, enter My Workspace and, from the menu bar, click Announcements. To read an announcement, click its title.

**Email.** In T-Square, you can send emails to your instructor, all students in your class, selected students in your class, and selected groups (if students in the class are divided into groups). You can add attachments to your email, and you can send yourself a copy of the email. You do not need to log on to T-Square to check your email; instead, the email sent to you will go to your official Georgia Tech email account.

**Blogs.** The blog tool allows you to create journals that are available on the Web. You can manage your blog in many ways, including specifying your blog’s visibility to various audiences. Normally, blogs contain regularly updated information that you either want to make available to other users in your work group or to make more widely accessible. Blog updates are
published in chronological order. You may want to use these blog features:

- commenting on your entries by other worksite users
- linking to other Web pages, files, and pictures
- resizing an image while the original copy is stored in Resources

**Wiki.** A wiki tool allows you to create rudimentary Web pages, individually or as a group, without needing any Web skills. A wiki site, like other Web sites, may contain one or more individual wiki pages with text, pictures, and other content, all linked together. The big advantage is that wiki pages can be quickly edited and saved, and the results seen immediately. The best-known example of a wiki is Wikipedia, a free online encyclopedia that is editable by anyone.

Wikis are useful for collaboration. A wiki allows several people to work together on a document—for example, a team drafting a research proposal. Because the wiki tool is collaborative, you need to consider setting appropriate permissions, based on the nature of the collaboration. Many wiki tools offer a system for recording changes made to the content so that you can revert to an earlier version. Wiki pages are not public like pages on the World Wide Web; they are available only to members of your site unless you specify otherwise.

To set up a new wiki page in T-Square:

1. Log on to a T-Square worksite
2. Click **Wiki** on the left menu bar
3. The wiki screen appears. This is your home page. You can change the default content by clicking on the **Edit** link.
4. Using **Edit in HTML** may give you the look of what you see is what you get
5. Delete the default contents and add a title to this page
6. Highlight the title and select **Heading 1** from the **Format** dropdown list
7. Add additional text under the title
8. Click **Save** at the bottom of the page

**NOTE:** If another site participant edits and saves a page while you’re editing it, when you attempt to save your changes you will see a message saying that the page has been altered. The other participant’s page will be displayed above yours. To overwrite the other participant’s changes and preserve your own, click **Overwrite**. To keep the other participant’s changes and cancel your own, click **Save**.
Podcasts. A podcatcher (usually needed for podcasting) is a computer program to automatically download podcasts. iTunes is a popular podcatcher. Podcasting in T-Square and iTunes requires several steps:

1. Create your first episode, which can be audio recording, video, or even a text document. Supported file formats include .m4a, .mp3, .mov, mp4, m4v, and .pdf.

2. Post your episode files in your T-Square course site.

3. Test the RSS feed in iTunes.
   a. Copy the RSS feed URL in T-Square
   b. Launch iTunes
   c. Select **Subscribe to Podcast** in the Advanced menu
   d. Paste the URL in the textbox
   e. Click **OK**

STOP Assignment Stress

At Georgia Tech you will take a number of classes, including the core communication requirements English 1101 and English 1102, and perhaps LCC 3401. Keeping up with lectures, homework, assignments, and projects for four or more classes across various disciplines can sometimes feel overwhelming. Following these tips offered by current juniors and seniors can help you reduce assignment stress.

Start Early. Many Georgia Tech students did very well in high school, even though they completed assignments at the last minute. While this strategy may have worked then, it’s not a good idea now. You now have added stress—taking harder classes, getting accustomed to new surroundings, juggling lectures and labs, and so on. By starting assignments early, you leave yourself time to revise and edit, ensuring your ideas are expressed clearly and correctly. The result? Increased accuracy. Greater insight. More creativity. Higher grades.

Talk to Your Professors. Professors are not mind readers. When you are struggling with a class, your professor may not know it until you have already submitted an assignment and earned a poor grade. The best way to save yourself this kind of trouble is to talk to your professors—regularly. The result? Your professors become allies in your learning as much as possible and you are earning grades that reflect your best performance.

Plan Your Ideas. You can plan assignments in many ways. Some students outline key ideas or arguments they want to make. Others put key ideas on index cards—in sentences or paragraphs—and then treat the cards like a puzzle, arranging and rearranging them to find relationships among the ideas. Still others create idea maps and brainstorm as key parts of
planning. Whatever method works best for you, plan—in your mind and on paper—before writing and designing. The lack of a plan will likely result in a paper, presentation, or visual that lacks consistency and coherence, thus reducing the accessibility, comprehensibility, and usability of your work. The result? A product that doesn’t reflect your abilities and a grade that may disappoint you.

**Proofread Carefully Before Submitting.** Want a simple way to improve the quality of your work and increase the likelihood of good grades? Proofread! Proofreading is a critical part of an assignment. Because you spend so much time on your assignments, you can become too close to your work; over time, you may stop reading what you actually wrote and, instead, see what you intended to write. Ask a classmate, roommate, or friend to share proofreading. You read their work; they read your work. A fresh pair of eyes often spots mistakes in mechanics, grammar, and style. The result? Higher-quality work that reflects your capabilities.

**WOVEN Curriculum and Research Resources**

The following list of resources is useful for both teachers and students who are interested in learning more about WOVEN communication, digital pedagogy, and other issues related to the teaching of communication.

**Core Resources**

- Conference on College Composition and Communication’s (CCCC) Position Statements on Teaching and Research.  
  http://www.ncte.org/cccc/resources/positions

- CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments  
  http://www.ncte.org/cccc/resources/positions/digitalenvironments

- Principles and Practices in Electronic Portfolios  
  http://www.ncte.org/cccc/resources/positions/electronicportfolios

- Guidelines for the Ethical Conduct of Research in Composition Studies  
  http://www.ncte.org/cccc/resources/positions/ethicalconduct

- Guidelines for the Ethical Treatment of Students and Student Writing in Composition Studies  
  http://www.ncte.org/cccc/resources/positions/ethicaltreatmentstud
Computers and Composition Online is the Web companion to the scholarly peer reviewed journal Computers and Composition. http://www.bgsu.edu/cconline/

Kairos is a peer-reviewed online journal exploring the intersections of rhetoric, technology, and pedagogy. http://english.ttu.edu/Kairos/

The Department of Rhetoric and Writing at the University of Texas at Austin's Computer Writing and Research Lab (http://www.cwrl.utexas.edu/) hosts a wealth of information on WOVEN-related topics and publishes the online journal *Currents in Electronic Literacy* (http://currents.cwrl.utexas.edu/) in addition to numerous "white papers" on digital pedagogy.

Ohio State University’s Digital Media Project’s “Visiting Scholars in Digital Media and Composition” video series.

*Series includes:*
Jonathan Alexander (UC Irvine)
http://www.youtube.com/watch?v=_d9xAM89vSg

Cheryl Ball (Illinois State University)
http://video.google.com/videoplay?docid=4637776631332288173

Adam Banks (Syracuse University)
http://video.google.com/videoplay?docid=9136899253507346240

Gary Bays (U of Akron-Wayne College).
http://www.youtube.com/watch?v=_EMiV1yKvWc

Ohio State University's Digital Media Project's Weekly Discussion Group Archive.
http://dmp.osu.edu/discussiongroup/tdmparchive.htm

**Selected Bibliography**


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Redd, Teresa M. "‘Tryin to Make a Dolla outa Fifteen Cent’: Teaching Composition with the Internet at an HBCU." *Computers and Composition* 20.4 (2003): 359–73.


