

ENGL 1101: English Composition I

Becoming ATLiens

Writing and Communication Program
School of Literature, Media, and Communication
Georgia Institute of Technology
Fall 2026

Instructor Name: Dr. Anwita Ghosh
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Class Section: HP
Credits: 3

Dr. Ghosh reserves the right to change the policies, schedule, and syllabus during the semester within the parameters established by Georgia Tech institutional policy. As noted in Georgia Tech's Student-Faculty Expectations, students will be "clearly informed of any changes made to the syllabus during the semester with reasonable time to adjust to these changes."



Mural located at the corner of Baker and Marietta streets

This is a Core IMPACTS course that is part of the Writing area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I write effectively in different contexts?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Information Literacy
- Persuasion

Course Description

This course develops your ability to think, write, speak, design, collaborate, and reflect as an effective communicator. Grounded in Georgia Tech's WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) communication framework, it approaches writing as a situated, civic, and embodied practice.

In this section, *Becoming ATLiens*, we move beyond the classroom to engage with Atlanta as both a lived environment and a contested rhetorical field. Borrowing its title from the iconic hip-hop album by Outkast, the course treats the city as a site where histories of migration, technology, music, urban development, and social struggle intersect. As embodied observers, you will use sensory experience (sight, sound, smell, touch, and taste) as analytic tools to examine how public narratives are produced, circulated, and felt. Through multimodal, field-based activities such as site visits, observational field notes, stakeholder interviews, and collaborative digital mapping, you will investigate how infrastructures, institutions, and everyday encounters shape what can be perceived and what remains obscured in public discourse. Drawing on essays, films, music, journalism, public archives, and digital media, we will explore how Atlanta has been imagined and contested across time—from the civil rights movement to contemporary debates about housing, infrastructure, and cultural representation. Assignments, such as advocacy posters, rhetorical analysis, digital exhibits, and collaborative podcasts, will ask you to translate these observations into public-facing arguments. Through workshops, peer review, and iterative revision, you will learn to move across modes, address real audiences, and connect lived experience to critical analysis.

By the end of the semester, you will not only refine your WOVEN communication skills but also begin to see yourselves as active contributors to the cultural and sensory life of the city you now call home.

Required Materials

ENGL 1101 has TWO required textbooks:

1. Georgia Tech Writing and Communication Program, WOVEN text Open Educational Resource: woventext.lmc.gatech.edu
 2. Lunsford, Andrea. The Everyday Writer. Accessed through The Bedford Bookshelf. Access codes for The Bedford Bookshelf are available at the GT Barnes and Noble bookstore. You can also purchase and access the textbook directly through VitalSource.
- All other readings will be posted on Canvas.
 - For films: subscription as required. I recommend viewing in groups or helping each other out with accessing films.
 - Bring a notebook and pen to write!

Learning Outcomes

<p>Rhetorical Knowledge</p> <p>Rhetorical knowledge focuses on the available means of persuasion, considering factors such as context, audience, purpose, genre, medium, and conventions.</p>	<p>Explore and use with purpose key rhetorical concepts through analyzing and composing a variety of written texts. These concepts include:</p> <ul style="list-style-type: none"> • Rhetorical situation: purpose, audience, context • Genre • Argumentation: controlling purpose, evidence <p>Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.</p> <p>Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure.</p>
<p>Critical Thinking, Writing, and Composing</p> <p>Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, sources, situations, and texts.</p>	<p>Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts.</p> <p>Read a diverse range of written texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations.</p>

	<p>Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer’s ideas with those from appropriate sources.</p>
<p>Processes</p> <p>Writers use multiple strategies, or composing processes, to conceptualize, develop, finalize, and distribute projects. Composing processes are recursive and adaptable in relation to different rhetorical situations.</p>	<p>Understand that writing is a process.</p> <p>Develop a writing project through multiple stages.</p> <p>Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.</p> <p>Use composing processes and tools as a means to discover and reconsider ideas.</p> <p>Experience the collaborative and social aspects of writing processes.</p> <p>Learn to give and to act on productive feedback to works in progress.</p> <p>Reflect on the development of composing practices and how those practices influence their work.</p>
<p>Modes, Media, and Technology</p> <p>Composition occurs in multiple modes: Written, Oral, Visual, Electronic, and Nonverbal (WOVEN). Likewise, composition uses a range of technologies and media to develop and disseminate its messages.</p>	<p>Develop an understanding of the ways in which rhetorical concepts can be transferred to multimodal artifacts.</p>
<p>Knowledge of Conventions</p> <p>Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers’ and writers’ perceptions of correctness or appropriateness.</p>	<p>Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising.</p> <p>Learn common formats and/or design features for different kinds of written texts</p> <p>Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.</p>

Course Policies

You can find the **ENGL 1101 Common Policies** [here](#). You should consider these policies as part of the syllabus. This page also includes links to resources on topics like Accommodations, the Hall Food Pantry, and Student Support Resources, among other things.



Grading Policy

This course uses a traditional letter grading system, consistent with Georgia Tech's grading policies. Your final grade will be determined by the quality of your work on course assignments as well as your engagement and participation throughout the semester.

Each assignment contributes a specified percentage toward the final course grade, as outlined in the Course Requirements section of this syllabus. These percentages reflect the relative importance of different course components, including major artifacts, drafts, process work, participation, and other assignments. You should be able to clearly understand how your performance on individual assignments contributes to your overall course grade. Grades will be updated periodically so that you can monitor your progress throughout the semester.

Major assignments will be evaluated using criteria aligned with the [WCP Common Feedback Chart](#), which outlines expectations related to rhetorical awareness, development of ideas, organization, and communication across modes (written, oral, visual, electronic, and nonverbal). You will receive written and/or rubric-based feedback on major assignments to support revision and improvement. In many cases, feedback will focus on helping you strengthen your rhetorical strategies, clarity of argument, organization, and effectiveness in addressing your intended audience.

You will be graded slightly differently for engagement and participation. To see how you will be graded, check the entry under "Engagement and Participation."

I will maintain updated grade records throughout the semester so that you can understand your current standing in the course at any point. You are encouraged to review feedback carefully and seek clarification during office hours or consultations if you have questions about your progress.



Attendance

Students are expected to attend every scheduled class session in person. Missing a scheduled class counts as an absence. However, **students may miss up to four (4) class sessions without penalty**, regardless of reason. After that, each additional unexcused absence will lower their final course grade percent by 2 points. *For example:* If a student has an A (90) but accumulated 8 unexcused absences, their grade will be reduced by 8 points (that is, 2 points for each of those 4 unexcused absences), resulting in an 82 (B).

If a student misses a class, it is their responsibility to 1) check Canvas and 2) contact their peers for notes. After taking those steps, they are welcome to contact the instructor and get more clarifications.

Excused Absence: Exceptions will be granted for Institute-approved absences (as documented by the Registrar) or in extraordinary circumstances such as hospitalization or family emergencies (documented by the Office of the Dean of Students). When students have such valid reasons for absence (including illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations, serious weather conditions, religious observances, official participation in varsity athletic competitions) they are responsible for providing documentation in person or as a scan via email to the instructor within a week of the absence.

Tardies: If a student is late, they are welcome to still walk in and participate in the remaining time of the class. Constant tardiness without valid reasons may also be counted towards some of the unexcused absences. Four tardies equal one absence. Tardy = more than 12 minutes late.

Extension and Late Work: Your work should be submitted on time. Classroom activities, peer reviews, and discussions cannot be made up (which is why attendance is so important). If you have a valid, documented excuse, a reasonable effort will be made to help you make up the assignment.

Late papers will be accepted for up to three days after the due date, with 10% off the final grade per 24 hours. After three days, papers will not be accepted without instructor permission. If you anticipate that you will not be able to complete an assignment on time, if you contact me *before* the due date (at least 48 hours), we can work out if an extension is possible for that assignment. If you contact me *after* the due date, the late policy will be enforced. (**Note: I cannot give extensions on the Final Portfolio.**)



Engagement and Participation



Engagement and participation in this course are an essential component of your learning and accounts for 20% of your final grade. Because this is a discussion- and workshop-based class, active involvement helps shape not only your own learning but also that of your peers. Participation includes a range of contributions, not just speaking frequently, but engaging thoughtfully and consistently with the course material, activities, and community. Examples of engagement and participation include:

- Asking questions or responding to questions during class discussions
- Contributing to small-group and whole-class conversations
- Offering constructive feedback during peer review sessions
- Engaging in in-class activities (brainstorming, workshops, collaborative exercises)
- Demonstrating active listening (taking notes, building on others' ideas, staying present)
- Coming to class prepared, having completed readings and assignments

This list is not exhaustive. I recognize that some of you may not feel equally comfortable with all modes of participation, and I am open to alternative forms. **If you would like to propose a different way of participation, please discuss it with me well in advance so we can ensure it aligns with the goals of the course.**

Most of these opportunities will be graded on the basis of completion, however, the final participation grade (10 points) will be assessed holistically using the following general guidelines:

- A-level (9-10) participation: Consistently prepared and actively engaged; contributes thoughtfully and regularly; helps move discussion forward; respectful and attentive to peers
- B-level (8-8.9) participation: Usually prepared and engaged; contributes occasionally and meaningfully; participates in group work and discussions
- C-level (7-7.9) participation: Inconsistently prepared or engaged; limited contributions; participates minimally in discussions or activities
- D/F-level (0-6.9) participation: Rarely prepared; disengaged or absent; little to no contribution to class activities or discussions

You will have opportunities throughout the semester to self-evaluate your engagement and participation in the course. These reflections will be taken into account when Engagement and Participation grades are assigned at the end of the course.



This course is about developing your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn for you and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed only in instances specified by your instructor.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, in instances in which your instructor allows generative AI tool use, you are expected to adhere to these principles:

- *Responsibility:* You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.
- *Transparency:* Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).
- *Documentation:* You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools at times not allowed by the instructor will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. Likewise, using generative AI tools in the course without adhering to these principles will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. For example: you may use AI to create an outline your essay but definitely not to write, edit or format your work.

To avoid plagiarism, do not use the “copy” feature in ChatGPT and do not compose your assignment while your ChatGPT window is open. If detected that your work is AI generated (without proper documentation and transparency), you will be scored 0 for the assignment. In its current form, AI is plagiarism. However, we will learn other ways of using/analyzing ChatGPT to our advantage.



Academic Misconduct



This course follows the definitions of academic dishonesty contained in the Academic Honor Code. Note especially the definition of plagiarism:

Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.

If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment 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: <https://policylibrary.gatech.edu/student-life/academic-honor-code>
- Office of Student Integrity: <https://osi.gatech.edu/>
- Process for Academic Misconduct: <https://osi.gatech.edu/process/academic-misconduct-process>

In other words: DO NOT PLAGIARIZE. If I catch you, I will be required to report, and it will suck for both of us. If you are considering plagiarizing or otherwise turning in work that is not your own, get in touch with me. I will work with you to address whatever is stressing you out, and we will move forward from there. If you are unsure how best to cite your sources, please set up a meeting with me, and I will be happy to help determine a citation strategy– it's so much easier than being charged with plagiarism.

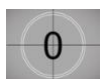
Course Requirements



Artifacts and Grades

In this class, students will produce four major artifacts using different methods of inquiry. Each artifact will go through process documents, multiple drafts, and peer review, and a reflection must accompany the final draft. “Reflecting” in this case means that students will respond in writing to a set of questions that ask them to consider how and why they made the choices they made in completing a particular project. Students will then save that reflection and return to it later in the semester as they prepare their final portfolio.

Before each assignment, students will receive a detailed assignment sheet available on Canvas.



Artifact 0: Introductory Letter: 10% of grade. This common first-week assignment asks students to write a 400–500-word letter introducing themselves to the instructor, sharing a story about their history with writing, and reflecting on what that experience has taught them about effective communication.

Due 9/4 (by midnight)



Artifact 1: Advocacy Poster and Rhetorical Analysis: 20% of grade. This assignment is divided into two parts. In Part I, students will identify a specific issue, site, or experience in Atlanta that emerged through their fieldwork (e.g., a neighborhood space, infrastructure concern, or community narrative) and design an advocacy poster aimed at a public audience. The poster should combine visual design and rhetorical awareness—using images, layout, headlines, taglines, and concise text to make a clear, persuasive claim about the chosen issue. Drawing on sensory observations, research, and course materials, students will translate their analysis into a public-facing argument that raises awareness, calls for action, or reframes how their audience understands the issue. In Part II, students will conduct a rhetorical analysis of a peer’s poster, examining how effectively it communicates its message through design, audience awareness, and persuasive strategies. This component asks students to critically reflect on how meaning is constructed visually and rhetorically across different projects. Together, these components encourage students to both produce and analyze multimodal arguments, deepening their understanding of how design choices shape public persuasion.

Due 9/29 (by midnight)



Artifact 2: Digital Exhibit and Advocacy Letter: 20% of grade. For this collaborative project, students will work in groups (3–4 members) to create a digital exhibit that curates and interprets a specific aspect of Atlanta’s civic and sensory life. Building on their fieldwork, research, and course materials, their exhibit should be organized around a central theme (e.g., infrastructure, public space, environmental justice, cultural memory) and bring together textual excerpts, images, audio/visual elements, maps, and concise curatorial captions. This project asks students to think about how arguments are made through curation—how selecting, arranging, and contextualizing materials shapes what becomes visible, meaningful, and credible to a public audience. By designing a digital space, students will explore how multimodal elements work together to tell a story about the city and its lived experiences. In addition, each group will write a short advocacy letter arguing why their exhibit belongs in a specific venue or museum (e.g., a local archive, gallery, community center, or digital platform). This component asks students to consider audience, context, and circulation, and to position their exhibit within a real-world institutional or public space.

Due 10/27 (by midnight)

3

Artifact 3: Podcast (with transcript) and Group Presentation: 20% of grade. For this project, students will work in groups (3-4 members) to create a podcast episode (8–10 minutes) that explores a specific aspect of Atlanta’s civic and sensory life, drawing on their fieldwork, research, and course materials. The episode should combine critical analysis with storytelling, using voice, pacing, sound, and structure to make an argument that is both intellectually compelling and engaging for a public audience. Students may focus on themes such as infrastructure, public space, environmental justice, cultural memory, or everyday urban experience. This project asks students to think about how ideas change when they move from the page to the voice. By crafting an argument for an audience they cannot see, students will practice shaping tone, emphasis, and narrative flow—learning how rhetoric operates not only through what they say, but through how they sound when they say it. In addition to the audio file, students will produce a faithful transcript to ensure accessibility and deliver a brief group presentation reflecting on their rhetorical choices, production process (challenges and triumphs), and intended audience.

Due 12/1 (by midnight)

4

Project 4: Final Portfolio: 10% of grade. Instead of a final exam, this class culminates in a final multimedia portfolio that includes excerpts of student work from the semester (with introductions and reflections) and a 1,000-1,300-word reflective essay that considers their overall growth and development as a writer/communicator this semester. Students will find detailed instructions for this project [here](#).

In preparation for constructing their portfolio, students will be asked to save and back up all of their writing that they do for this class, informal, out of class, multiple drafts, etc.

Due by final exam period (TBA)

5

Engagement and Participation: 20 % of grade. This course’s success depends on how fully students engage with the material and with one another. The 20% allocated to Engagement and Participation is divided equally into two components: 10% Engagement and 10% Participation.

Engagement (10%) is assessed based on consistent preparation and completion of course-related work. This includes being present and attentive in class, completing informal writing assignments, process documents, peer reviews, and other in-class or online activities on time. Most of these components will be graded on a complete/incomplete basis and are designed to support your development as a writer through sustained practice and reflection.

Participation (10%) focuses on students’ active contribution to the learning environment. This includes asking and answering questions, contributing to small-group and whole-class discussions, and engaging thoughtfully with course material and peers. Participation is not simply about speaking

frequently, but about demonstrating attentiveness, curiosity, and a willingness to contribute meaningfully.



Revising Graded Writing: You may choose to revise **one** Artifact (except Artifact 0 and the Final Portfolio) after they have been graded if you believe there is more you can learn from continuing to work on them. If you decide to revise, you'll need to:

- schedule a conference to meet with me to discuss your plan, and
- submit your revision plan detailing the changes you made and why.

If you submitted your original project late, the late penalty will still apply to the revised project. Note: if you turn in a revision plan and then decide not to revise, there is no penalty. **All revisions are due by the last day of class, 12/8 (by midnight).**



Late and Missing Work: Turning in late work hinders the feedback you can receive and compromises your ability to complete the next assignment. Your work should be submitted on time. Classroom activities, quizzes, and discussions cannot be made up. If you have a valid, documented excuse, a reasonable effort will be made to help you make up the assignment.

If you know you will be missing a class, you must submit the assignment ahead of time to receive credit. Late papers will be accepted for up to three days after the due date, with 10% off the final grade per 24 hours. After three days, papers will not be accepted without instructor permission. If you anticipate that you will not be able to complete an assignment on time, if you contact me *before* the due date (at least 48 hours), we can work out if an extension is possible for that assignment. If you contact me *after* the due date, the late policy will be enforced. (**Note:** I cannot give extensions on the Final Portfolio.)

Poor planning catches up with us, leaving us overwhelmed at being behind and unable to move forward. If you're behind on a deadline: contact me ahead of the deadline (not the moment it is due) and send me whatever you have done on the assignment, even if it isn't much, and a late penalty can be deducted or even avoided. Then, we'll work out a plan to get you on track. But do plan ahead to avoid last-minute crises. For challenges that may require other kinds of support or accommodations, contact the Office of the Dean of Students Office (404-894-2565).

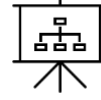


Course Completion

Failure to complete any component of the course, including projects, assignments, and stages of projects or assignments, may result in failure of the course, as determined by the instructor of the course in consultation with the Director of the Writing and Communication Program.



Grade Breakdown

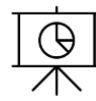


Grades are based on rubrics distributed with the artifact assignment sheets. These rubrics are based on the program-wide Common Feedback Chart.

Learning Outcomes	Graded Elements	Due Date	Percentage
W, V, E	Artifact 0: Introductory Letter	9/4	10%
W, O, V, E	Artifact 1: Advocacy Poster	9/29	20%
W, O, V, E	Artifact 2: Digital Exhibit	10/27	20%
W, O, V, E, N	Artifact 3: Podcast	12/1	20%
W, O, V, E	Artifact 4: Final Portfolio	TBA	10%
W, O, V, E, N	Participation and Engagement	Daily	20%



Grade Scale



Rounding Grades: I round grades according to the rules of mathematics. So, an 89.7 would be rounded to a 90, but an 89.4 would not be.

Letter Grade		Numeric Equivalent in this Class
(NB: Georgia Tech does NOT use +/- for course grades. Likewise, some instructors do NOT use +/- for grading assignments. If your instructor uses +/- for grading assignments, the table shows the equivalencies.)		
A: 90-100 Superior performance —rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.	A+	98-100
	A	94-97
	A-	90-93
B: 80-89	B+	88-89

Above-average, high-quality performance —rhetorically, aesthetically, and technically.	B	84-87
	B-	80-83
Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.	C+	78-79
	C	74-77
	C+	70-73
Below-average performance. Less than competent—rhetorically, aesthetically, and technically.	D+	68-69
	D	64-67
	D-	60-63
Unacceptable performance. Failure to meet even minimum criteria—rhetorically, aesthetically, and technically.	F	1-59
	0 (zero) Work not submitted	0

Supplemental Resources for Student Success



Naugle Writing and Communication Center (NWCC):

Georgia Tech's NWCC is an excellent resource for any communication-related project. Their trained consultants help both undergraduate and graduate students with written projects, multimodal projects, graduate school applications, lab reports, research papers, individual and group presentations, poster designs, grant proposals, policy memos, cover letters, resumes, CVs, and other documents. All of their services are free and confidential. It is a privilege to have such an excellent resource on campus.

The Center is physically located in Clough 447; they offer both in-person and online appointments. For online appointments, students have the option for a synchronous or an asynchronous appointment. Staff include peer (usually upper-division undergraduate) and professional

(postdoctoral) consultants who are uniquely qualified to provide students with feedback on their projects.

For more information or to make an appointment, please visit the [Center's webpage](#). And, if you have any questions, please email them at wcc@gatech.edu.



Language Institute: The Georgia Tech Language Institute helps English language learners to prepare for academic work in the United States and assists with professional and social communications in English. To learn more about their programs, please visit <https://esl.gatech.edu/about-us>.



Georgia Tech Library: In your journey of knowledge curation, the library will be a wonderful resource. You can request consultations with subject experts to help find information and locate resources (library.gatech.edu/consultations). The Media Scholarship Commons will be an essential resource for you to complete the multimedia assignments of this class (library.gatech.edu/media-scholarship-commons). The space gives you access to video and audio recording rooms, post-production editing rooms, and much more. Please do not wait till Project 3 to use the excellent resources at the library.

Additional Campus Resources



Student Support Services

Attending college can be a stressful time; don't hesitate to ask for help if you're feeling overly anxious, stressed, or depressed. Georgia Tech has two main ways to seek support: through the Office of the Dean of Students and through the Counseling Center. Both units work closely together to support Georgia Tech students. You can seek support by using the contact information below:

Office of the Dean of Students: Charles A. Smithgall Jr Student Services Building (also known as the Flag Building), Suite 210, contact number: (404) 894-6367

Counseling Center: Charles A. Smithgall Jr Student Services Building (also known as the Flag Building), Suite 328. Monday-Friday 8-5), students may walk in or call 404-894-2575. After business hours, please call 404-894-2575 and select the option to speak to the after-hours counselor.

CARE—Center for Assessment, Referral, and Education (walk-in mental health services/resources): <https://care.gatech.edu>

Crisis (24/7 mental health counselors): <https://counseling.gatech.edu/content/studentcrisis>

Sexual Assault: <https://counseling.gatech.edu/content/sexual-assault-response>

Suicide Prevention: <https://endsuicide.gatech.edu/>

Counseling Support Services: <https://counseling.gatech.edu/content/campus-resources-0>

STAR—Students' Temporary Assistance and Resources (help with food, shelter, clothing, and other necessary resources): <https://studentlife.gatech.edu/content/star-services>



Student Access and Accommodation

Anyone who anticipates difficulties with the content or format of the course due to a disability should let me know so that we can create a workable plan for your success in this course. You are not required to provide me documentation, unless you want to.

The Office of Disability Services 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 Accommodations Letter form verifying your disability and specifying the accommodation you need. The Office of Disability Studies operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For more information, see their website: <http://disabilityservices.gatech.edu>



Anti-Discrimination and Title IX Information

Georgia Tech is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, GT has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. GT also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success, and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

Please use the following links to review GT's Policy on Prohibited Discrimination, Harassment and Related Misconduct: <https://eoc.gatech.edu/> or to review GT's Title IX policy: <https://eoc.gatech.edu/title-ix-sexual-misconduct/resolution-pathways>



Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under GT's policy and federal law, and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with GT's Title IX Coordinator.



Statement Regarding Insecurity and Emergency Response

When students face insecurity regarding food, shelter, clothing, or other necessary resources, it can be difficult to learn. It's important to know that you are not alone in dealing with these issues. Georgia Tech offers support for students through the Students' Temporary Assistance and Resources office located within the Division of Student Life. These resources include a food pantry, campus closet, temporary housing options, and emergency funding.

Please make sure you are familiar with GTENS ([Georgia Tech's Emergency Notification System](#)), which allows you to receive time-sensitive emergency messages in email, voice mail, and text messages, as well as the LiveSafe app, a comprehensive safety app that enables you to call or text GTPD quickly on your mobile phone. Please review and act on these five safety practices:

- GTENS Notification: Review the Georgia Tech Emergency Preparedness notification information and register (if you haven't already) through this [link](#).
 - LiveSafe: Use this [link](#) to download the LiveSafe app to your Smartphone (if you haven't already done so).
 - GT Police: Make sure the Georgia Tech Police Department number is in your Smartphone: (404) 894-2500. Call this number for any on-campus emergency.
 - 9-1-1: In an emergency, you can always dial 9-1-1. If you call 9-1-1 from your cell phone, the call will be directed to the City of Atlanta Dispatch Center. Immediately tell the dispatcher that you are calling from Georgia Tech, and your call will be transferred to the Georgia Tech Police Department Operations Center.
 - Classes for Safety and Emergency Preparedness: Classes in crime prevention techniques, self-defense, property protection, and emergency preparedness, as well as additional resources, are available through the [GTPD website](#).
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