

# English Composition II

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Last Updated: Sun, 01/04/2026

**Course prefix:** ENGL

**Course number:** 1102

**Section:** A4

**CRN (you may add up to five):**  
23464

**Instructor First Name:** Mandy

**Instructor Last Name:** Moore

**Semester:** Spring

**Academic year:** 2026

## **Course description:**

A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. Develops communication skills in networked electronic environments, emphasizes interpretation and evaluation of cultural texts, and incorporates research methods in print and on the Internet.

## **Course learning outcomes:**

### **Critical Thinking**

Critical thinking involves understanding social and cultural texts and contexts in ways that support productive communication and interaction.

- Analyze arguments.
- Accommodate opposing points of view.
- Interpret inferences and develop subtleties of symbolic and indirect discourse.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate ideas with those of others.
- Understand relationships among language, knowledge, and power.
- Recognize the constructedness of language and social forms.

### **Rhetoric**

Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.

- Adapt communication to circumstances and audience.
- Produce communication that is stylistically appropriate and mature.
- Communicate in standard English for academic and professional contexts.
- Sustain a consistent purpose and point of view.
- Use a variety of technologies to address a range of audiences.
- Learn common formats for different kinds of texts.
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Control such surface features as syntax, grammar, punctuation, and spelling.
- Create artifacts that demonstrate the synergy of rhetorical elements.
- Demonstrate adaptation of register, language, and conventions for specific contexts and audiences.
- Apply strategies for communication in and across both academic disciplines and cultural contexts in the community and the workplace.

## **Process**

Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.

- Find, evaluate, analyze, and synthesize appropriate primary and secondary sources.
- Develop flexible strategies for generating, revising, editing, and proofreading.
- Understand collaborative and social aspects of writing processes.
- Critique their own and others' works.
- Balance the advantages of relying on others with [personal] responsibility.
- Construct and select information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources.
- Compose reflections that demonstrate understanding of the elements of iterative processes, both specific to and transferable across rhetorical situations.

## **Modes and Media**

Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal (WOVEN)—singly and in combination. The context and culture of multimodality and multimedia are critical.

- Interpret content of written materials on related topics from various disciplines.
- Compose effective written materials for various academic and professional contexts.
- Assimilate, analyze, and present a body of information in oral and written forms.
- Communicate in various modes and media, using appropriate technology.
- Use digital environments for drafting, reviewing, revising, editing, and sharing texts.
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official (e.g., federal) databases; and informal electronic networks and internet sources.

- Exploit differences in rhetorical strategies and affordances available for both print and electronic composing processes and texts.
- Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment.
- Demonstrate strategies for effective translation, transformation, and transference of communication across modes and media.

### **Required course materials:**

- Writer/Designer, available through The Bedford Bookshelf (ISBN: 9781319530327)
- The WOVENText Open Educational Resources, available at [www.woventext.lmc.gatech.edu](http://www.woventext.lmc.gatech.edu)

### **Grading policy:**

In order to focus fully on the learning outcomes related to process, revision, feedback, and rhetorical awareness, this class will utilize a labor-based grading system, meaning that your grade is determined by how much of the work you complete (rather than by subjective evaluations of that work). Smaller **Process Assignments** (including drafts and mock-ups) are worth 1 point each and are graded on a complete/incomplete basis. Larger **Projects** are worth either 5 or 10 points each and are graded using a checklist of basic requirements, such as following the prompt, including a certain number of sources, or meeting a certain length. Points will be deducted for missing requirements or late submissions.

**Participation** will be graded using a “choose your own adventure” approach in which there are multiple ways to earn points and demonstrate your engagement by completing various tasks. A list of potential participation opportunities will be provided to you at the beginning of the semester, such as completing in-class activities and workshops, leading class discussion, completing reading quizzes, and so on, with each task worth 1 point. There are 55 total possible participation points available; you have earned “full points” for the semester after earning **35** of those points. Up to 40 points of participation, however, will be counted towards your final grade, meaning that you can complete 5 additional points as a form of extra credit to make up for missing points elsewhere in your grade, like incomplete Process Assignments.

Several avenues for flexibility are built into this system, including 3 “freebies,” which can be exchanged for 48-hour, no-questions-asked extensions on any assignment.

### **Points Breakdown:**

- Project 0: 5 points
- Project 1: 10 points
- Project 2: 10 points
- Project 3: 10 points
- Final Portfolio: 5 points

- Participation: 35 points
- Process Assignments: 25 points
- **Total: 100**

Your final grade will be determined out of 100 points and assigned a letter according to the ranges below. Remember that Georgia Tech does NOT use +/- for final course grades.

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 59 or below

### **Attendance policy:**

Attendance and participation are essential for success in Writing and Communication Program classes, and you are expected to attend class in person and be ready to engage in the material. However, there are certain times when you will need to miss class due to illness, family situations, interviews, competitions, and so on. (If you are sick, please **DO NOT** come to class and risk spreading the illness to your peers and/or instructor.)

Attendance contributes to your grade through your participation score, which includes a 1-point in-class activity for every class period. Missing class means that you miss out on the opportunity to earn the participation point from that day's activity. **You can make up a maximum of 4 missed in-class activities** by submitting them on Canvas within 48 hours of your absence. (Some activities may have alternate instructions for completing them on your own outside of class, so read carefully.) You will not be allowed to make up additional missed in-class activities beyond 4 except for excused situations listed in the [GT catalog section on attendance](#), including religious holidays, jury duty, voting in an election, university-approved events, or an emergency situation (with documentation from the Dean of Students' Office).

Absences do not automatically include extensions; if you need more time on an assignment, you need to ask for that separately or use a freebie. Arriving more than 20 minutes late to class or otherwise missing more than 20 minutes of a class period without prior discussion with Dr. Moore will count as an absence.

Missing more than 10 class periods (approximately one-third of the semester) may result in failure of the class, as determined by Dr. Moore in consultation with the Director of the Writing and Communication Program.

### **Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

Honor Challenge — <https://www.osi.gatech.edu/students/honor-code>

Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>

Additionally, in this course, we will be learning and communicating without the aid of Generative AI (genAI) tools. Using genAI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is not allowed. You may not use genAI to brainstorm, conduct research, think through a project, get feedback on your work, generate any content (writing, images, audio, video, etc.) for your work, or complete any other task. Using genAI tools in the course will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. You may use AI tools that identify grammatical errors, so long as the tool is not rewriting your sentences for you. If you're unsure about a particular tool, please come talk to Dr. Moore before you use it.

**Core IMPACTS statement(s) (if applicable):**

**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