

English Composition II: The Art of Rejection

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Course prefix: ENGL

Course number: 1101

Section: N2

CRN (you may add up to five):
22398

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Instructor Last Name: Ghosh

Semester: Spring

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Course description:

This course helps you become a more effective communicator as you refine your thinking, writing, speaking, designing, collaborating, and reflecting. Grounded in Georgia Tech's **WOVEN** (Written, Oral, Visual, Electronic, and Nonverbal) communication framework, you will develop strategic tools and reiterative processes for analyzing media and composing multimodal projects that blend research, creativity, and critical reflection. In this section of the course, you will explore **rejection**—as emotion, structure, and critique—through novels, short stories, parables, poems, songs, and films. We often experience rejection as failure, but this course asks what happens when you treat it as a way of thinking: a means of understanding how individuals and societies define themselves through refusal.

Our readings will traverse centuries and continents, tracing how writers frame rejection in myriad ways: Goethe's *The Sorrows of Young Werther* confront the self-destructive passions and emotional economies of rejection; Melville's "Bartleby, the Scrivener" turn withdrawal and social invisibility into critiques of modern rationality and alienation; Murata's *Convenience Store Woman* reimagine nonconformity and estrangement as strategies of endurance; and, Tulathimutte's *Rejection* satirizes the self-consciousness, anxiety, and social performance of millennial life.

Our assignments—ranging from **literary remix, digital collage** to collaborative **podcast/vidcast**—will emphasize multimodal communication and scholarly research, allowing you to approach the theme of rejection from diverse perspectives and media. Through workshops and peer review, you will learn to translate ideas across media, reimagine argument as design, and experiment with new forms of persuasion. Ultimately, this course asks us to see rejection not as a failure of communication but as its most revealing form—an invitation to rethink what it means to resist, withdraw, and begin again.

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:

The Bedford Bookshelf (ISBN: 9781319530327)

WOVENText Open Educational Resource (<https://woventext.lmc.gatech.edu>)

Grading policy:

Assignments

Common First Week Video: 10% of final grade

Project 1: 20% of final grade

Project 2: 20% of final grade

Project 3: 20% of final grade

Final Portfolio: 10% of final grade

Engagement: 20% of final grade

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.

B: 80-89

Above-average, high-quality performance—rhetorically, aesthetically, and technically.

C: 70-79

Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.

D: 60-69

Below-average performance. Needs substantive work — rhetorically, aesthetically, and/or technically.

F: 0-59

Unacceptable performance. F

Attendance policy:

Attendance and active participation are essential to your success in this course. You are expected to attend every scheduled class session in person. Missing a scheduled class counts as an absence.

You may miss up to two (2) class sessions without penalty, regardless of reason. After that, each additional unexcused absence will lower your final course grade percent by 2 points.

Example: If you have an A (90) but accumulate 5 unexcused absences, your grade will be reduced by 6 points (i.e., 2 points for each of the 3 unexcused absences), resulting in an 84 (B).

If you do miss class, it's your responsibility to 1) check Canvas and 2) contact your peers for notes. After taking those steps, you are welcome to email me or come to my office to chat about what you missed.

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 you are late, you are welcome to still walk in and participate in the remaining time of the class. Constant tardiness (i.e. more than 2 times) without valid reasons will also be counted towards some of the unexcused absences. Tardy = more than 12 minutes late.

Academic honesty/integrity statement:

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. I will 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.

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