

# English Composition I

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Last Updated: Mon, 07/28/2025

**Course prefix:** ENGL

**Course number:** 1101

**Section:** N1

**CRN (you may add up to five):**  
89845

**Instructor First Name:** TBA

**Instructor Last Name:** TBA

**Semester:** Fall

**Academic year:** 2025

**Course description:**

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Develops analytical reading and writing skills through the investigation of methods used in cultural and literary studies and the application of those methods to specific texts.

**Course learning outcomes:**

Rhetorical knowledge focuses on the available means of persuasion, considering factors such as context, audience, purpose, genre, medium, and conventions.

- Explore and use with purpose key rhetorical concepts through analyzing and composing a variety of written texts. These concepts include:
  - o Rhetorical situation: purpose, audience, context
  - o Genre
  - o Argumentation: controlling purpose, evidence
- Develop an understanding of the ways in which rhetorical concepts can be transferred to multimodal artifacts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes

- 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

### Critical Thinking, Writing, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- 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
- 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

### Processes

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.

- Understand that writing is a process
- Develop a writing project through multiple stages
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Reflect on the development of composing practices and how those practices influence their work

## Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness.

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising readers' and writers' perceptions of correctness or appropriateness
- Learn common formats and/or design features for different kinds of written texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions

### **Required course materials:**

The Bedford Bookshelf (ISBN: 9781319530327)

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

Because this section's instructor is to be announced, further information will updated by the start of the semester.

### **Grading policy:**

Because this section's instructor is to be announced, further information will updated by the start of the semester.

### **Attendance policy:**

Because this section's instructor is to be announced, further information will updated by the start of the semester.

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

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://osi.gatech.edu/students/honor-code> · Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>

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

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

- o How do I write effectively in different contexts?

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

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

- o Critical Thinking
- o Information Literacy
- o Persuasion