

English Composition II

Last Updated: Wed, 07/30/2025

Course prefix: ENGL

Course number: 1102

Section: HP2

CRN (you may add up to five):
81639

Instructor First Name: Ankita

Instructor Last Name: Rathour

Semester: Fall

Academic year: 2025

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:

Rhetorical Knowledge

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:

Rhetorical situation: purpose, audience, context

Genre

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 purpose.

- 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

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising readers’ and writers’ perceptions of correctness or appropriateness

Required course materials:

The Bedford Bookshelf (ISBN: 9781319530327)

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

Grading policy:

Because Georgia Tech does not have +/- grading scale, the scale in this class is as follows:

A: 90 – 100pts

B: 80 – 89pts

C: 70 – 79pts

D: 60 – 69pts

F: 59 and below

Attendance policy:

- When learners have 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.
- If learners miss an assignment without a valid excuse, there is no make-up procedure. **You may** miss a total of two (2) classes over the course without penalty. Beyond these limits, each additional unexcused absence will lower the final course grade by 2 points for an MW/TR class.

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.

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