

# English Composition I

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Last Updated: Mon, 08/18/2025

**Course prefix:** ENGL

**Course number:** 1101

**Section:** M5

**CRN (you may add up to five):**  
91241

**Instructor First Name:** Ariel

**Instructor Last Name:** Fried

**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**

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 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.

- 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:**

## **Assignments**

Project 0: Common First Week Letter - 5% of final grade

Project 1: 15% of final grade

Project 2: 25% of final grade

Project 3: 30% of final grade

Final Portfolio: 15% of final grade

Participation: 15% of final grade

## **Evaluation**

- 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. Failure to meet minimum criteria rhetorically, aesthetically, and/or technically.

## **Attendance policy:**

Attendance and participation are essential to success in courses in the Writing and Communication Program. Because of this, you are expected to attend class in person. Not attending a scheduled class session in-person results in an absence. There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Therefore, this course allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students). Your instructor can communicate with you about how to access materials or make up work you may have missed during your absence or suggest ways to participate in class remotely and/or asynchronously. Students may miss a total of four (4) classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

**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. In this course, plagiarism will be defined as any ideas or claims from an outside source that have not been properly cited. This goes beyond a "copy and paste" plagiarism mentality: even if you restate the idea you found online or in a book in your own words, the idea still belongs to the author and needs to be cited accordingly. While I don't mind if you supplement the information provided in this course with your own research, I will not be able to accept work submitted for a grade that is not original.

**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