English Composition II

Course prefix: ENGL

Course number: 1102

Section: E4

CRN (you may add up to five):
34152

Instructor First Name: Ariel

Instructor Last Name: Fried

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 waysthat supportproductive 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 electronicsources, 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 printand electronic composing processes and texts.
- Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts thatdemonstrate 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

Project 0: Common First Week Video - 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 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