

COURSE INFORMATION

Course Title English 1101 – English Composition I

Section(s) J4, L2, N1

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Seona Kim

Email skim3732@gatech.edu

CORE IMPACTS STATEMENT

ENGL 1101 ENGL COMPOSITION I

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

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 THEME/TOPIC DESCRIPTION

In this section of the ENGL 1101, you'll investigate how human age affects the way we communicate. You'll employ writing and other WOVEN modes to create projects about age in a range of writing-focused genres. We'll examine literature, art, advertising, and AI-generated contents to develop critical thinking and research skills.

LEARNING OUTCOMES

CATEGORY	LEARNING OUTCOMES
<p>Rhetorical Knowledge</p> <p>Rhetorical knowledge focuses on the available means of persuasion, considering factors such as context, audience, purpose, genre, medium, and conventions.</p>	<p>Explore and use with purpose key rhetorical concepts through analyzing and composing a variety of written texts. These concepts include:</p> <ul style="list-style-type: none">• Rhetorical situation: purpose, audience, context• Genre• Argumentation: controlling purpose, evidence <p>Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes</p> <p>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</p>
<p>Critical Thinking, Writing, and Composing</p> <p>Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, sources, situations, and texts.</p>	<p>Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts</p> <p>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</p> <p>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</p>

<p>Processes</p> <p>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.</p>	<p>Understand that writing is a process</p> <p>Develop a writing project through multiple stages</p> <p>Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing</p> <p>Use composing processes and tools as a means to discover and reconsider ideas</p> <p>Experience the collaborative and social aspects of writing processes</p> <p>Learn to give and to act on productive feedback to works in progress</p> <p>Reflect on the development of composing practices and how those practices influence their work</p>
<p>Modes, Media, and Technology</p> <p>Composition occurs in multiple modes: Written, Oral, Visual, Electronic, and Nonverbal (WOVEN). Likewise, composition uses a range of technologies and media to develop and disseminate its messages.</p>	<p>Develop an understanding of the ways in which rhetorical concepts can be transferred to multimodal artifacts</p>
<p>Knowledge of Conventions</p> <p>Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness.</p>	<p>Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising</p> <p>Learn common formats and/or design features for different kinds of written texts</p> <p>Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions</p>

REQUIRED COURSE MATERIALS

- Andrea A. Lunsford, *The Everyday Writer* (8th edition), available through The Bedford Bookshelf
- The WOVENText Open Educational Resources, available at woventext.lmc.gatech.edu.

GRADING POLICY

Letter Grade	Numeric Equivalencies
A	90 – 100 (Superior Performance)
B	80 – 89 (Above-Average, High-Quality Performance)
C	70 – 79 (Average—Not Inferior—Performance)
D	60 – 69 (Below-Average Performance)
F	00 – 59 (Unacceptable Performance)

DESCRIPTION OF GRADED COMPONENTS

Artifact 0: Common First Week Letter	50
Artifact 1	200
Artifact 2	200
Artifact 3	200
Artifact 4: Final Portfolio	200
Attendance & Participation	150
TOTAL	1000

Artifact 0: Common First Week Letter

For this assignment, you will write a 500-word letter.

Artifact 1: Genre Conventions and Writing Age

You will examine how different genres approach and write about age. Your final draft (1,000 words) will demonstrate your understanding of each genre's unique rhetorical strategy, purpose, and audience.

Artifact 2: Annotated Bibliography and Researched Argumentative Essay

The second major assignment is to enhance your academic writing skills. The final draft of your research-informed argumentative essay (1,500 words) will be a peer-reviewed and fully revised paper that demonstrates critical insight and audience awareness while maintaining academic integrity.

Artifact 3: A Multimodal (Re)Presentation of Age

Your group will be required to consider all aspects of the WOVEN communication. Your group will create an advertisement for a product of your choice, and then present your outcomes in a group presentation.

Artifact 4: Final Portfolio

As a student enrolled in ENGL 1101, you will submit a final multimodal portfolio.

COURSE POLICIES

Attendance

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 for T/Th or M/W classes or six (6) for M/W/F classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

Participation

[Be clear about expectations for participation and how participation is assessed. Provide concrete examples of the forms of participation you want to see in class. You might also provide a general participation rubric (e.g., A-level participation, B-level participation, etc.)]

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

AI Policy

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed only in instances specified by me. As with any technology, generative AI tools must be used critically and according to academic and professional expectations. Thus, in instances in which your instructor allows generative AI tool use, you are expected to adhere to these principles:

- **Responsibility:** You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.
- **Transparency:** Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).
- **Documentation:** You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools at times not allowed by me will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Course Completion

Failure to complete any component of the course, including projects, assignments, and stages of projects or assignments, may result in failure of the course, as determined by

the instructor of the course in consultation with the Director of the Writing and Communication Program.

Syllabus Modifications

This syllabus may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

Late and Missing Work

Group projects, your individual paper, and your multimodal final portfolio are due at 11:59 PM to receive full credit. Grades for late works will be reduced by 10% of the final grade per each day after the due date, including weekends and holidays. No essay will be accepted after three days. However, if you contact me before the due date, we can work out if an extension is possible for that assignment. (No extension will be possible for a group project.) Keep in mind that you must turn in all artifacts, including process documents, to pass the course.