



When: T/Th 3:30-5:40pm, Summer 2026

Section: FS2 (3 credits)

Instructor: Dr. Fontenot, she/her, mfontenot7@gatech.edu

Office Hours: TBA

Contents

Course Description	2
Goals & Outcomes	2
Core IMPACTS Statement	2
ENGL 1102 Learning Outcomes	3
Required Materials	5
Accommodations & Mental Health	5
Nondiscrimination & Inclusion	5
Course Overview & Policies	6
Common Policies	6
Projects	6
Grading	6
Attendance, Participation, & Engagement	7
Late Work, Extensions, & Revision	8
Contacting the Professor	9
Academic Integrity	9
Course Completion	9
Syllabus Modifications	10
Student–Faculty Expectations	10
AI Policy	10

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.

Theme: Mycological networks offer remarkable examples of communication within and across species. Through complex chemical exchanges, mycelia “talk” to each other and other organisms, creating vast networks of knowledge-sharing that exist in a variety of modes. These networks allow mycelia to ward off disease, negotiate with life-partners, attract pollinators, and much more. Alongside texts like *Entangled Life* (Sheldrake), we will explore what these entanglements can show us about our own communication practices, habits, and assumptions.

Goals & Outcomes

Core IMPACTS Statement

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

ENGL 1102 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>Use with purpose key rhetorical concepts through analyzing and composing a variety of multimodal (written, oral, visual, electronic, and nonverbal—WOVEN) artifacts. These concepts include:</p> <ul style="list-style-type: none"> • Rhetorical situation: purpose, audience, context • Argumentation in multiple modes • Genre • Affordances of mode, medium, technology • Multimodal synergy <p>Gain experience reading/viewing/listening and composing in several genres to understand how genre conventions shape and are shaped by readers'/users' and writers'/designers' 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>Understand the social contexts of multimodal communication</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/viewing/listening for inquiry, learning, critical thinking, and communicating in various rhetorical contexts</p> <p>Interpret a diverse range of multimodal artifacts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay among multimodal elements, and to how these features function for different audiences and situations</p> <p>Conduct primary and secondary research, integrating expert sources and data into multimodal projects</p> <p>Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally</p>

	<p>established and maintained databases or archives, and informal electronic networks and internet 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 multimodal composition is a process</p> <p>Develop a multimodal project through multiple stages</p> <p>Develop flexible strategies for multimodal composition, reviewing, collaborating, revising, production, and dissemination</p> <p>Use composing processes and tools as a means to discover and reconsider ideas</p> <p>Experience the collaborative and social aspects of multimodal composition 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 the work students produce</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>Match the affordances of different modes and media to varying rhetorical situations</p> <p>Adapt composing processes for a variety of technologies and modalities</p> <p>Understand and use a variety of technologies to address a range of audiences</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>Understand why genre conventions for structure, design, tone, and mechanics vary</p> <p>Gain experience negotiating variations in genre conventions</p>

	<p>Learn common formats and/or design features for different genres of multimodal artifacts</p> <p>Practice applying citation conventions systematically in their own work</p>
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Required Materials

- *Writer/Designer*, available through *The Bedford Bookshelf* (recommended)
- The WOVENText Open Educational Resources, available for free at woventext.lmc.gatech.edu
- *The Mushroom at the End of the World*, by Anna Tsing. ISBN: 9780691220550
- *Entangled Life*, illustrated edition, by Merlin Sheldrake. ISBN: 9780593729984

Accommodations & Mental Health

Georgia Tech is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor.

Students with disabilities, whether physical, learning, or psychological, who believe that they need accommodations, are encouraged to contact the Office of Disability Services as soon as possible to ensure accommodations are implemented promptly. Students must provide documentation of their disability to ODS by uploading the forms into the AIM portal.

- Visit: Smithgall Student Services Building (Flag Building), Suite 221 on 353 Ferst Drive
- Email: dsinfo@gatech.edu
- Phone: 404-894-2563 (V); 404-894-1664 (TDD); 404-894-5429 (fax)
- Website: disabilityservices.gatech.edu

*Please note that often, official accommodations do not make much of an impact in certain courses (e.g., in this course, having extra time for tests isn't useful, because we don't have tests). While I do encourage you to seek whatever official accommodations you feel are necessary, don't hesitate to discuss your needs with me (regardless of official accommodation status) in office hours or via email and I will do my best to make the course accessible for you.

Nondiscrimination & Inclusion

The Ivan Allen College of Liberal Arts, the School of Literature, Media, and Communication, and the Writing and Communication Program support the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further

affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Alternative viewpoints are welcome in this class; however, statements that are deemed racist, sexist, homophobic, transphobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated.

Course Overview & Policies

Common Policies

Follow [this link](#) to policies that are common across all ENGL 1102 sections. It includes information on topics such as specific learning outcomes for the course, feedback charts, and a variety of interpersonal policies.

Projects

This semester, we will complete three major projects and a final portfolio (which is the equivalent of a final exam in this course). In accordance with departmental policies, all major projects and the portfolio must be submitted to pass the course.

Project 0: Introductory Video	10%
Project 1: Research Paper	15%
Project 2: Collaborative Poster (individually graded)	20%
Project 3: Collaborative Website (individually graded)	20%
Final ePortfolio	15%
[Attendance, Participation, In-class Writing	20%]

Grading

Assignments in this course are graded using a modified labor-based grading system. Here's what that means:

1. All process work, in-class writing, and minor assignments are graded on a complete/incomplete scale. Final drafts of projects receive a letter grade that represents your grade for the whole unit. Thus, assignments other than final drafts are marked as not counting toward the final grade in Canvas. This is not because they are unimportant, but because they contribute to the unit grade, which then contributes to the final grade.
2. To be "complete," an assignment must: a) be submitted by the deadline or within your official extension period; b) fulfill the requirements of the prompt/instructions; and c)

show evidence of engagement with course learning outcomes. If an assignment does not fulfill one or more of those qualifications, it will be marked incomplete.

3. Completing a predetermined amount of work (labor) in each unit guarantees you a B for that unit. Work that is essential to earning a B is marked by an asterisk (*) in assignment titles on Canvas.
4. To earn an A, you must fulfill B-level requirements and then complete more work (labor). In each unit, you will choose from a selection of A-level assignments listed at the end of the project prompt. Completing the number of activities indicated by the prompt qualifies you for an A in that unit, assuming that your B-level requirements are fulfilled.
5. Attendance, participation, and engagement will be evaluated by the instructor. You will complete a short reflection from time to time that helps the instructor understand how you see your participation habits.
6. Final grades are calculated based on weighted unit grades using GT's GPA scheme. Therefore, an A = 4, B = 3, etc. Totals will extend to two decimal points and then be rounded up (.50 and above) or down (.49 and below). There are no other percentage, numeric, or +/- grades in this course.

Attendance, Participation, & Engagement

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. Not attending a scheduled class session in-person results in an absence. Please let me know in advance (if possible) if you have to miss so that I can plan group activities accordingly.

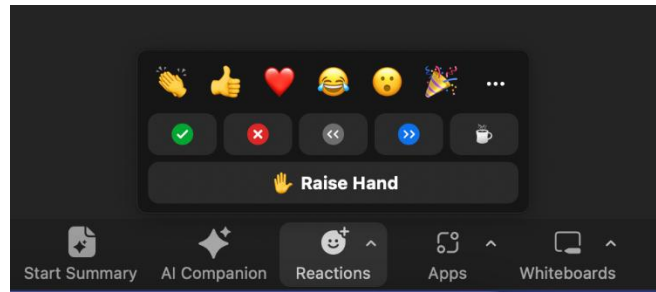
There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as illness, hospitalization, or family emergencies (documentation by the Office of the Dean of Students required).

You have two "free" absences that you can use at any time for any reason. Beginning with the third absence, your final grade will be impacted by -3% per absence. Up to two absences can be made up and their points regained by completing make-up work assigned by the instructor.

Participation & Engagement:

Remote classes have their own unique set of challenges, and engagement (from both students and instructors!) is definitely one of them. To combat this particular challenge, you are expected to keep your camera on during our class periods. If there is a reason you wish to turn off your camera for a particular class period (for example, you're sick or need a mental health day), please contact me in advance or at the beginning of class so that I know what's going on.

Because staying present on Zoom is exhausting, every class period will involve a guaranteed ten-minute break roughly halfway through, during which you may turn off your camera and regroup in whatever way you wish. I may add additional breaks in specific class periods if it seems like we need it.



Apart from keeping your camera on, you will be expected to participate in class discussions either vocally or in the chat. To keep discussions from getting out of control, please use the “raise hand” function in “Reactions” on Zoom to be added to the vocal discussion queue.

To facilitate class collegiality and accessibility, each cohort should consider keeping a note-taking document in which important dates, concepts, and information are recorded for the benefit of the cohort. Note-taking should be a shared responsibility and every cohort member should participate.

Most classes will include some kind of writing or other activity. These will often take the form of small-group activities, which you will complete with your cohort. During small group work, you will be sent to a break-out room with your cohort so that you can work together effectively. Cohort members must all participate and should do so as equitably as possible.

Late Work, Extensions, & Revision

Late/Missing Work:

Work submitted more than one hour after the deadline will not be accepted, regardless of the reason for late submission (unless at the discretion of the instructor). If you attempt to submit in time but encounter problems, you should immediately email me with your assignment attached. I encourage you to save your assignments in different places or in the cloud so that you always have access to your work even if your primary device fails. Missing work will receive an incomplete and cannot be made up. (Click here and scroll down for [some information about available computer workstations across campus!](#))

Extensions:

The late work policy is strict, but extensions are plentiful! You may claim an extension for up to three individual assignments in Units 1, 2, & 3. To claim an extension, you must fill out the required form on Canvas at least 8 hours before the assignment’s deadline. If you find you need an extension within 8 hours of the deadline, email me. If you need an extension in Units 0 or 4, email me.

All extensions extend the deadline by 48 hours. If you need more time than that, email me.

In extreme circumstances, you may need more than three extensions per unit. If that is the case, we will work together to keep you on track with allowances for the extra time needed, but

you should email me as soon as the issue arises, as it's easier to make a contingency plan than it is to try to recover lost time.

Revisions:

In the event that a project receives a grade you are unhappy with, you may request a revision period. The request should be made within a week of receiving the grade. Note that unit grades based on incomplete B-level work cannot be improved via revision. For example, if you want a B but don't complete all the mandatory assignments and so receive a C, revising the project itself cannot improve that grade, because the grade is based on incomplete labor and not on the quality of the assignment. Revisions are useful in cases where the assignment is missing elements, misinterpreted the prompt, wasn't proofread, etc. In some cases, the instructor may allow the student to redo incomplete process work.

Contacting the Professor

The best way to get in touch with me is via email (Outlook or Canvas is fine): mfontenot7@gatech.edu. Please give me at least 48 hours to respond. If the email is urgent, please set the email importance to "High Importance," which will add a red exclamation point to the email so that I don't miss it. My particular brand of neurodivergence finds emails overwhelming at times, and I get way too many of them, so if you don't hear back within 48 hours, feel free to reach out again and let me know you're waiting.

You can refer to and address me as "Dr. Fontenot," and please include your own preferred name as you sign off in all emails. It also helps if the subject line includes "ENGL 1102: [topic of email]."

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.

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.

Student–Faculty Expectations

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

You may not use generative AI (ChatGPT, Claude, etc.) in this course. Substantive use of gen AI will be treated as plagiarism. If you have a question about your use of gen AI and its acceptability, please reach out to me and I'll be happy to chat.

Use of spelling and grammar AI (like Grammarly or Word's built-in spell check) is fine, as long as you aren't using it to generate or substantially change, evaluate, or complete your assignments.

[Here's a great article on the environmental impact of genAI](#). This is just one reason I resist AI use in my classes. I'm happy to chat about others if you're curious.