

# ENGL1101 SYLLABUS

Once enrolled, please refer to Canvas resources for more detailed information on course assignments, readings, and more!

## COURSE INFORMATION

**Course Title:** English 1101 – English Composition I

**Section:** SF3

**Credits:** 3 credits

**Semester and Academic Year:** Summer 2026

## INSTRUCTOR INFORMATION

**Instructor:** Dr. Ariel Fried

**Email:** afried8@gatech.edu

## CORE IMPACTS STATEMENT

### ENGL1101 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

This section of ENGL1101 is centered around the topic of bread. What does bread have to do with writing and composition, you ask? By considering how something as seemingly-simple as bread can make meaning across vastly different texts and rhetorical situations, students will gain practice in identifying genre conventions and contingent rhetorical strategies. This engagement will offer foundations for students to develop tools for their own drafting processes. Students in this class will develop the ability to adapt their own rhetorical decisions to write effectively for various genres, modalities, and audiences. (And yes, we'll be baking some bread in class, as well!)

## LEARNING OUTCOMES

<p><b>Rhetorical Knowledge</b></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"> <li>• Rhetorical situation: purpose, audience, context</li> <li>• Genre</li> <li>• Argumentation: controlling purpose, evidence</li> </ul> <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><b>Critical Thinking, Writing, and Composing</b></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><b>Processes</b></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><b>Modes, Media, and Technology</b></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><b>Knowledge of Conventions</b></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>

	Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
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## REQUIRED COURSE MATERIALS

Most required readings will be posted on Canvas, but you should also acquire the following before the beginning of the semester:

*Writer/Designer: A Guide to Making Multimodal Projects* (3rd Edition) by Ball, Sheppard, and Arola, accessed through The Bedford Bookshelf. Access codes for The Bedford Bookshelf are available at the GT Barnes & Noble bookstore. You can also purchase the textbook directly through VitalSource.

*WOVENText Open Educational Resource* from the Georgia Tech Writing and Communication program, accessed online using your GT credentials.

## GRADING POLICY

This course is deeply invested in the process of writing and encourages you to think of writing as a means for developing ideas and rethinking and revising claims, rather than as an end in itself. To support this process-based mindset, each major project will be produced through the development of multiple drafts, which will be submitted for feedback and assessment and then subject to a revision process. These drafts, along with additional process documents, will be graded on an A-F scale.

Drafting and revision are both important stages of the writing process. Part of learning about and improving your writing process is understanding what kinds of thinking, writing, revision, and editing should be happening at different stages. As such, your grades for each draft in this course will be determined based on different criteria. The first draft of each project will be assessed according to how well it fits the basic requirements of each project; the second draft will be assessed according to how well it fits the basic requirements of the project, whether/how substantial revisions to the first draft have been made, and how well ideas are presented based on genre conventions.

## DESCRIPTION OF GRADED COMPONENTS

### **Artifact 0: Common First Week**

*5% of final grade*

Establish a foundation for your engagement with this class by examining your existing relationship with reading, writing, and communication practices. Compose a 400-500wd. letter to introduce yourself to your instructor, tell a story about your history with writing, and reflect upon what that experience taught you about effective communication. Then, establish some goals for the semester.

**Artifact 1**

*10% of final grade*

Interrogate rhetorical choices that are considered “proper” in specific situations through the creation of a recipe-style creative project. Draft a 500-700wd., research-backed “recipe” that explains the history or etymology of a specific linguistic construction to a regionally-specific audience.

**Artifact 2**

*25% of final grade*

Draft an 800-1000wd. rhetorical analysis essay that details genre conventions and analyzes the decisions authors make within a specific genre. Consider specific pieces of textual evidence to make a critical argument for how the author both mobilizes affordances of their genre and appeals to their audiences within historical, social, and rhetorical contexts.

**Artifact 3**

*30% of final grade*

With a group of your peers, update one of the primary texts we’ve read this semester by placing a character, plot, or theme in a new rhetorical context. Select an appropriate genre and style in which to translate the original content, with attention to the affordances of the new genre, as well as changes to audience and context. Draft a 700-900wd. Critical Introduction explaining the genre conventions and rhetorical strategies you employ.

**Final Project: ENGL1101 Portfolio**

*15% of final grade*

Create a multimodal reflective portfolio that considers how you see yourself in your current writing process and how you can transfer your learning to other contexts. Draft a 1,000-1,300wd. Reflective Introduction that strategically employs multimodal elements to demonstrate how your communication habits have evolved; support this introduction with sufficient evidence from the semester.

**Participation & Engagement**

*15% of final grade*

See “Attendance & Participation” under “Course Policies” below for assessment guidelines.

**COURSE POLICIES****Attendance & Participation**

In this class, attendance is important but participation and engagement in our daily activities is even more so. To reinforce this, half of your daily participation credit will be awarded for basic attendance (showing up to class, awake and breathing); the other half will be assessed based on your active participation in class activities and knowledge acquisition.

Active participation practices include:

- attending class
  - show up, stay for the whole class, & be present—easy!
- coming prepared
  - read the texts assigned for class
  - complete any written assignments or project submissions due by our scheduled period
- participating in class activities and learning
  - complete all in-class activities in their entirety & submit daily “exit slips”
  - practice active listening (i.e. show me you’re engaged through your body language, facial expressions, eye contact, and/or notetaking practices)
  - speak up in class discussions, both voicing ideas and questions
  - engage with peers in discussion and group work activities
- reducing distractions
  - minimize side conversations unrelated to course content
  - minimize technology use unrelated to course content (i.e. no working on assignments for other classes, checking email, online shopping, watching cat videos, etc.)
  - minimize phone use

If you plan to miss a class period, partial participation credit is sometimes available. Contact me *prior to* or *within 24hrs of* your missed class period, and we can discuss whether a make-up assignment is available to receive partial in-class points. If you are unwell or face extenuating circumstances that prevent you from attending class, please be in touch. Each student is entitled to three (3) absences per semester, no questions asked.

### **Assignment Submissions**

Assignments are due at 9am on the due date, unless otherwise specified. If your instructor is unable to access your Canvas submission, you’ll receive a zero grade until an accessible document is submitted. (To be safe, I recommend sticking to .doc, .docx, and .pdf file uploads, as Google Doc links and Pages files are frequently inaccessible in the Canvas viewer.) If you upload an inaccessible file format, I’ll leave a submission comment asking you to re-submit your work. If you’re unable to submit an accessible document by the stated deadline, be in touch with your instructor.

### **Late Work & Extensions**

Easy-ask extensions are available for most assignments, meaning your submission will be eligible for full credit, as long as the extension is requested and granted prior to the due date.

Late work will also be accepted in this class, as long as it is submitted within three weeks of the initial deadline; late work submissions will be eligible for up to 95% of the available points.

### **Assignment Revision**

Further revision to already-submitted projects will be accepted (and encouraged!). For many assignments, you can revise your work to improve the grade you receive. If interested, simply contact your instructor about the submission you'd like to continue revising, and we'll work together to determine if the assignment is subject to this policy and how best to proceed.

### **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**

Because this is primarily a writing class, in which we're tasked with understanding your individual writing processes and developing new writing skills, the use of AI technologies is antithetical to our course goals. Using AI, whether for generative or editing purposes, also undermines your instructor's ability to assess your writing and identify areas for possible growth at different stages of the writing process. On a more basic level, numerous studies have shown that AI reduces students' active engagement and greatly diminishes your ability to develop critical thinking skills.

Therefore, my official recommendation is not to use AI technologies of any kind, at any stage of the writing process (including generation in the brainstorming, outlining, and drafting stages and editing in the revision stage). If you decide that AI technologies are necessary to your individual writing process, despite this recommendation, your submissions must meet the following criteria:

*Transparency:* Any work you submit should be your own, with any AI assistance appropriately disclosed. This means you are responsible for communicating any and all AI technologies used and how they have affected the project submission. This includes...

*Citation:* You should cite any AI-generated or AI-edited content in your project, just as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people/sources. Failure to properly cite AI use will be considered a form of plagiarism, as defined above.

*Documentation:* In addition to your in-text citation practices, you should submit a brief (200-350wd.) AI-Use Disclosure Statement with any project that has utilized AI technology of any kind. This disclosure statement should describe, in detail, all brainstorming, outlining, idea generation, organization, revision, and/or editing that was performed with assistance from AI, and then reflect on how the AI use has altered the final product *and* why it was necessary to your writing process.

Your instructor reserves the right to request revisions or resubmissions on any drafts that are not verifiably original. If your instructor is unable to verify the originality of your work and/or confirms the work to be plagiarized or otherwise unoriginal, a report will be filed with 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.