

# ENGL 1102 Syllabus

## Course Information

**Course Title:** English 1102 (English Composition II)

**Sections:** D5, G5, HP5

**Credits:** 3 credits

**Semester:** Fall 2026

## Instructor Information

**Instructor:** Dr. Mandy Elizabeth Moore

**Email:** [mmoore368@gatech.edu](mailto:mmoore368@gatech.edu)

## 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

## 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 Theme

This class will pursue the below learning objectives through the theme of “authorship ecosystems,” which refers to how writing and communication are never undertaken alone or in a vacuum. We are always surrounded by people, technologies, objects, environments, and other organisms that shape our process of authorship, from the bacteria in our gut biomes to the computers, phones, and tablets that we use for our everyday writing. This class will ask you to consider the components of your own authorship ecosystem and their influence as you develop your communication skills across multiple modes.

## 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>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"> <li>• Rhetorical situation: purpose, audience, context</li> <li>• Argumentation in multiple modes</li> <li>• Genre</li> <li>• Affordances of mode, medium, technology</li> <li>• Multimodal synergy</li> </ul> <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><b>Critical Thinking, Writing, and Composing</b></p> <p>Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas,</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</p>

<p>information, sources, situations, and texts.</p>	<p>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 established and maintained databases or archives, and informal electronic networks and internet 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 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><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>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><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>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 Course Materials

- GT Writing and Communication Program's *WOVENtext* Open Educational Resource: [woventext.lmc.gatech.edu](http://woventext.lmc.gatech.edu) (free)
- Ball, Cheryl, Jennifer Sheppard, & Kristin Arola, *Writer/Designer* 3rd ed. Accessed through *The Bedford Bookshelf* (\$30, purchased via the [GT Bookstore](#))
- All other required texts and materials will be provided

## Grading Policy

In order to focus fully on the learning outcomes related to process, revision, feedback, and rhetorical awareness, this class will utilize a labor-based grading system, meaning that **your grade is determined by how much of the work you complete** (rather than by subjective evaluations of that work). Smaller **Process Assignments** (such as drafts and mockups) are worth 1 point each and are graded on a complete/incomplete basis. Larger **Projects** are worth between 5 and 15 points each and are graded using a checklist of basic requirements, such as following the prompt, including a certain number of sources, or meeting a certain length. Points will be deducted for missing requirements (see assignment instructions on Canvas) or late submissions (see late policy below). **Participation** will be graded using a “choose your own adventure” approach in which there are multiple ways to earn points and demonstrate your engagement by completing various tasks (see participation policy below).

Your final grade will be determined out of 100 points and assigned a letter according to the ranges below. Remember that Georgia Tech does NOT use +/- for final course grades.

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 59 or below

## Description of Graded Components

Assignment	Points	Due Date
<b>Project 0: Diagnostic Video</b> <ul style="list-style-type: none"> <li>A video of 60-90 seconds introducing yourself and identifying a challenge you may face in this course</li> </ul>	5	Monday, Aug. 31 by 11:59 p.m.
<b>Project 1: Digital Essay</b> <ul style="list-style-type: none"> <li>An essay of 4-5 pages (including images and other multimedia) reflecting on key components of your personal authorship ecosystem</li> </ul>	10	Monday, Sept. 28 by 11:59 p.m.
<b>Project 2: Nonhuman Collaboration</b> <ul style="list-style-type: none"> <li>An open-ended project in which you must communicate a message by working alongside a nonhuman “co-author”</li> </ul>	10	Monday, Oct. 26 by 11:59 p.m.
<b>Project 3: Short Film</b> <ul style="list-style-type: none"> <li>A film of 5-10 minutes exploring various perspectives on an emotion through collaboration with classmates (group project)</li> </ul>	15	Monday, Nov. 23 by 11:59 p.m.
<b>Final Portfolio</b> <ul style="list-style-type: none"> <li>A digital portfolio of your work accompanied by a reflective essay on what you learned during the semester</li> </ul>	5	During final exams; varies by section; see course schedule on Canvas
<b>Process Assignments</b> <ul style="list-style-type: none"> <li>Short assignments such as drafts, mockups, and check-ins that build up to the larger projects (1 point each)</li> </ul>	20	Various; see course schedule on Canvas
<b>Participation</b> <ul style="list-style-type: none"> <li>See participation policy below</li> </ul>	35	Various; see course schedule on Canvas
<b>Total</b>	<b>100</b>	

# Course Policies

## Attendance

Attendance and participation are essential for success in Writing and Communication Program classes, and **you are expected to attend class in person each day** and be ready to engage with the material. However, there are certain times when you will need to miss class due to illness, family situations, interviews, competitions, and so on. (If you are sick, please **DO NOT** come to class and risk spreading the illness to your peers and instructor.)

Attendance contributes to your grade through your participation score, which includes a 1-point in-class activity for every class period. Missing class means that you miss out on the opportunity to earn the participation point from that day's activity. There are more participation points available than you need, so you can miss class occasionally without any penalty to your grade (see participation policy below).

If you are absent, check in first with a classmate and then, if needed, with Dr. Moore to find out what you missed. Be sure to carefully read through any materials available listed on the Canvas schedule for that day. Even if you cannot make up a missed activity, you should still take a look at the instructions to ensure you know what content and skills were covered.

Absences do not automatically include extensions; if you need more time on an assignment, you need to ask for that separately or use a freebie (see late & missing work policy below). **Missing more than 8 class periods may result in failure of the class**, as determined by Dr. Moore in consultation with the Director of the Writing and Communication Program.

### *Make-up Work*

Daily in-class activities **cannot** be made up except for absences due the excused situations listed in the [GT catalog section on attendance](#), including religious holidays, jury duty, voting in an election, institute-approved events, or emergency situations (with documentation from the Dean of Students' Office). If you need to make up missed in-class activities for such situations, reach out to Dr. Moore for specific instructions.

Missed workshops (also in the participation category) *can* be made up, regardless of the reason you were absent, in one of three ways, to be completed within one week of the missed class period:

1. Exchange drafts with a classmate outside of class time and give each other feedback according to the workshop instructions on Canvas. Send Dr. Moore a copy of both your feedback and your peer's via email.
2. Attend office hours with Dr. Moore (see posted drop-in hours on Canvas or make an appointment via email) to receive feedback on your draft.
3. Take your draft to the [Naugle Writing & Communication Center](#) for feedback from a peer tutor. You should receive an email after your appointment with a summary of the conversation; forward this to Dr. Moore to receive credit for the workshop.

## *Tardiness*

Everyone runs late occasionally; however, consistently arriving late to class means disrupting the class and missing out on important announcements and instructions. If you arrive late, please check with me after class or via email to see what you missed. If you know that you will often run late, please communicate that with me at the beginning of the semester. Arriving more than 20 minutes late to class or otherwise missing more than 20 minutes of a class period without prior approval will result in a 0.5 point deduction from your in-class activity participation point for that day.

## **Participation**

This class is not a lecture-based course. We will be using a combination of discussion, hands-on activities, workshops, and in-class writing to achieve our learning outcomes, so **success in this course requires attendance and active participation**. To honor the many different ways that students can contribute to the class, participation operates through a “choose your own adventure” approach in which you can decide how to earn the required participation points. A list of potential participation opportunities will be provided to you at the beginning of the semester, including completing in-class activities and workshops, leading a short class discussion with a small group, and submitting reading journal entries, with each task worth a certain number of points.

There are 55 total possible participation points available; **you have earned “full points” for the semester after earning 35 of those points**. Up to 40 points of participation, however, will be counted towards your final grade, meaning that you can complete 5 additional points as a form of extra credit to make up for missing points elsewhere, like incomplete Process Assignments.

On Canvas, your grade will be displayed as the **cumulative number of points you’ve earned** rather than as a percentage to account for this participation system, with your lowest 15 scores in the participation category dropped. **It is your responsibility** to ensure that you earn enough participation points to obtain the final grade you want to achieve in the class. You can use the provided list of participation opportunities to help keep track of how many participation points are still available throughout the semester.

## **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 tools, such as ChatGPT, DALL-E 2, and others can sometimes present useful opportunities for learning and communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you. Furthermore, many genAI tools are created, trained, deployed, and powered in unethical and harmful ways.

In this course, we will be learning and communicating without the aid of Generative AI (genAI) tools. **Using genAI tools in ANY of the work of the course is not allowed. You may NOT use genAI to brainstorm, conduct research, think through a project, get feedback on your work, generate any content (writing, images, audio, video, etc.) for your work, or complete any other task.** Using genAI tools in the course will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. You **may** use tools that identify grammatical and spelling errors, so long as the tool is not rewriting your sentences for you. If you're unsure about a particular tool, please come talk to Dr. Moore before you use it.

## **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**

Due dates for assignments will be listed on Canvas. The penalty for submitting after the posted deadline depends on the category of the assignment. Late **Projects** will lose 0.5 point for each calendar day they are submitted late. Late **Process Assignments** and **Participation** assignments will be marked incomplete (i.e., receive zero points).



Additionally, each student will have 3 “freebies” for the semester. Each freebie can be exchanged for a 48-hour, no-questions-asked extension on any assignment. You can use a freebie by simply filling out the Google form linked on our Canvas home page up to 48 hours after the original deadline for the assignment.

If you run out of freebies or need more than 48 hours due to an extenuating circumstance, you will need to ask for an extension. Such extensions are **granted at the instructor’s discretion and only if you ask in advance of the due date** (barring emergency situations). You will need to email Dr. Moore with documentation for why you need an additional or longer extension, keeping in mind her email availability listed on Canvas.