

COURSE INFORMATION

English Composition 1102 - English Composition II

Sections AI, C5, F5

3 credits

Fall 2026

INSTRUCTOR INFORMATION

Dr. Van Gilder

Email: jvangilder@gatech.edu

CORE IMPACTS STATEMENT

ENGL 1102 ENGL COMPOSITION I 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/TOPIC DESCRIPTION

In this section of the course, we will explore how speculative fiction explores the question - 'What if...?'. By analyzing the rhetoric of our primary texts that feature alternative histories, idealistic societies, and dystopian settings, we will consider how the speculative fiction genre addresses concerns anchored in reality. We will emphasize the modality of sound (and how sound interacts with written, oral, visual, electronic aspects of communication) through assignments like playlist curations, soundscapes, and podcasts. We will explore a variety of mediums, including novels, comics, tv, music, and short stories.

COURSE LEARNING OUTCOMES

As a section of ENGL 1102, this course fulfills the core curriculum requirements and [learning outcomes](#) as outlined by the University System of Georgia, as well as [the common policies](#) of Georgia Tech's Writing and Communication Program. In brief, this course is designed to augment your competency in and familiarity with rhetorical knowledge, critical thinking, knowledge of grammatical conventions, and the writing process.

Critical Thinking Critical thinking involves understanding social and cultural texts and contexts in ways that support productive 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.
Rhetoric Rhetoric focuses on available means of persuasion, considering the	• Adapt communication to circumstances and audience.

synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language..	• 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.
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	• Interpret content of written materials on related topics from various disciplines.

nonverbal (WOVEN)—singly and in combination. The context and culture of multimodality and multimedia are critical.

- 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 electronic sources, 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 print and electronic composing processes and texts.
- Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment.
- Demonstrate strategies for effective translation, transformation, and transference of communication across modes and media.

REQUIRED MATERIALS

Primary Texts:

- Celeste Ng, *Our Missing Hearts* (2022)
- Jonathan Hickman (illustrated by Nick Dragotta), *East of West, Volume 1: The Promise* (2013)
- N.K. Jemisin, "Emergency Skin" (2019) - must purchase Audiobook and e-book access, \$1.99 via [Amazon](#)
- Washington Irving, "Rip Van Winkle" (1819) - [available to listen and read here](#)
- Orson Welles, "War of the Worlds" (1938) radio broadcast

- Ray Bradbury, "The Veldt" (1950) - available on Canvas
- TV episodes from *Black Mirror* tbd

Secondary Texts: articles, images, podcasts, and so forth will be provided on Canvas.

Writing Textbooks:

1. Lunsford, Andrea. *Writer Designer* (3rd Edition)
 1. Access codes for *The Bedford Bookshelf* are available at the GT Barnes and Noble bookstore. You can also purchase and access the textbook directly through [Macmillan Publishing](#).
2. The *WOVENText* Open Educational Resources, available at woventext.lmc.gatech.edu.

Assignment Summary & Assessment Breakdown

Project 0: Common First Week Video	5%
Project 1: Class Journal - Multimodal Reading Responses, Quote Journal, Course Notes (free-writes, questions, etc.) *Your Class Journal will be a shared OneNote file, and will be reviewed throughout the semester.	25%
Project 2: Soundscape Narration	20%
Project 3: 'What if...' Podcast	25%
Project 4: Multimodal Reflective Portfolio	10%
Course Engagement: Presence, Preparation, Participation	15%

Grading Policy

A = 90-100

B = <90

C = <80

D = <70

F = <60

Course Policies

Attendance & Participation

Attendance and participation are essential to success in courses in the Writing and Communication Program. In this course, you are expected to regularly attend class in person in order to pass. Missing more than three classes will negatively impact your Course Engagement Assessment. Also, I have designed class time to support your labor throughout the semester, so attending is an effective way to stay on top of everything. Furthermore, in-class work on process docs for each assignment is part of the iterative writing process and your Course Engagement assessment. Of course, 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. In these situations, please let me know ahead of time so we can make a plan to catch you up and keep you on track with major projects.

Accommodations

I strive to create an equitable, inclusive environment where all students can thrive. If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or [visit their website](#) to make an appointment to discuss your special needs and to obtain an accommodations letter.

Student-Faculty Expectations Agreement

Learning together as a community requires ground rules that govern ethics, space, and discourse. 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.

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. I encourage you to be familiar with these Georgia Tech sites:

- Honor Challenge – <https://osi.gatech.edu/students/honor-code>
- Office of Student Integrity – <http://www.osi.gatech.edu/index.php>

Generative AI

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 for you, and so cannot meet the course requirements for you.

Thus, 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 your instructor. Notably, such instances will be rare or nonexistent. As with any technology, generative AI tools need to 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 the instructor will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. Likewise, using generative AI tools in the course without adhering to these principles will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Late Work Policy

Deadlines are a little duplicitous because they do in fact matter. That said, life happens, and flexibility *also* matters, so when you become uncertain about meeting a deadline for a major assignment or major assignment component, you may request a 48-hour extension twice, no questions asked. To use these extensions, you’ll need to email me at least 24 hours before the assignment’s due date to loop me into your choice.

If you feel you will need an extension beyond those 48 hours, either because of changes in your process or because of extenuating circumstances, please just communicate with me so that we can develop a game plan to ensure you stay on track in the course. Keep in mind, like repeated absences, a habit of missing deadlines will eventually catch up with you and impact your grade. The best practice is proactive communication with me.

Limitations: If you need an extension on the final group project, your group will need to schedule a meeting with me to discuss potential options. Due to external restrictions, the Common First Week Letter and Final Reflective Portfolio deadlines cannot be extended.

Electronic Policy

I value our classroom as an intentional community of practice, discussion and discovery, and hope you will too. My electronic policy basically boils down to “use it wisely and consciously.” It is up to you to decide what wise and conscious use means to you. Perhaps you’re one of those rare users who can shut off the distractions and use your laptop responsibly to record notes. Then again, perhaps you’re not. Misuse of technology that impacts your active engagement in the course, the classroom experience of your peers or myself, will be reflected in your participation assessment. That said, I’d really rather not have to make such assessments.