

COURSE INFORMATION

English Composition 1101 - English Composition I

Section SF4

3 credits

Summer 2026

INSTRUCTOR INFORMATION

Dr. Van Gilder

Email: jvangilder@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 English Composition I, we will investigate the genre of the superhero, a genre that saturates American culture across mediums and contexts (e.g., film, graphic novels, the news, games, etc.). Because we will focus on visual media like graphic novels and films, we will also create visually-focused multimodal projects for targeted audiences about the superhero narratives you read and watch as we explore the different pathways to justice various superhero figures present.

COURSE LEARNING OUTCOMES

CATEGORY	LEARNING OUTCOMES
Rhetorical Knowledge Rhetorical knowledge focuses on the available means of persuasion, considering factors such as context, audience, purpose, genre, medium, and conventions.	Explore and use with purpose key rhetorical concepts through analyzing and composing a variety of written texts. These concepts include: • Rhetorical situation: purpose, audience, context • Genre • Argumentation: controlling purpose, evidence Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes 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
Critical Thinking, Writing, and Composing Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, sources, situations, and texts.	Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts 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

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

REQUIRED MATERIALS

Primary Texts:

- Film - *Captain American: First Avenger* (2011) - Film (Disney+, Amazon rent \$3.79)

- Graphic Novel - *Captain America Vol. 1: Winter in America* (2018) by Ta-Nehisi Coates, illustrated by Leinil Yu
- Graphic Novel - *Black Panther Vol. 1: A Nation Under Our Feet* (2016-18) by Ta-Nehisi Coates and Stan Lee, illustrated by Brian Stelfreeze and Jack Kirby
- Film - *Black Panther* (2018) - Film (Disney+, Amazon rent \$3.99)
- Graphic Novel - *Abbott* (2018) by Saladin Ahmed, illustrated by Sami Kivelä
- Graphic Novel - *Unbeatable Squirrel Girl Vol. 1 (Squirrel Power Issues 1-5 Collected)* (2015) by Ryan Power, illustrated by Erica Henderson

Writing Textbooks:

1. Lunsford, Andrea. *The Everyday Writer* (8th Edition)
 - 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](https://www.macmillan.com).
2. The WOVENText Open Educational Resources, available at woventext.lmc.gatech.edu.

Assignment Summary & Assessment Breakdown

Project 0: Introductory Letter	5%
Project 1: Class Journal - Multimodal Reading Responses, Viewing Notes, Course Notes (free-writes, questions, etc.) *Your Class Journal will be located in a shared folder, and will be reviewed throughout the semester and receive a final grade at the end of the course.	20%
Project 2: Superhero Rhetorical Analysis Across Contexts	20%
Project 3: Group Multimodal Justice Campaign	30%
Project 4: Multimodal Reflective Portfolio	10%
Course Engagement: Presence, Preparation, Participation	15%

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 two 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>

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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.