

## ENGL 1101 – English Composition I



### Course Information:

Course Title: English Composition I  
Course Number: ENGL 1101  
Sections: J5, L5, N3  
Semester: Fall 2026 | 3 credits

Instructor: Dr. Mary Taylor Mann  
Email: mmann60@gatech.edu

### **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:**

This course provides opportunities for you to become a more effective communicator as you refine your thinking, writing, speaking, designing, collaborating, and reflecting. As part of the WOVEN (Written, Oral, Visual, Electronic, and Nonverbal Communication) curriculum, ENGL 1101 emphasizes developing your strategic processes in **written communication**, including issues of rhetoric, argumentation, critical thinking, process, and writing genres.

## **Section Theme: Experimentation and the Ethical Imagination**

In this section, we will consider the following question: What are the ethical responsibilities of the scientist, and what ideas, events, and texts have shaped our understanding of ethical research? This course explores the murky history of scientific experimentation and the way writers across a range of genres have written biomedical research ethics into being. We'll analyze literary texts, nonfiction writing, and visual media alongside medical writing, legal documents, and science journalism. In your writing, you will explore how different writers grapple with the ethics of experimentation.

### **What to expect:**

This is a discussion-based, writing-intensive course. You should be prepared to read and write often across a variety of genres. All assigned readings are required, and you must complete them before class begins. Writing assignments will sharpen your ability to communicate clearly about topics that are interesting to you and to construct compelling arguments supported with evidence. You should come to each class prepared to share your ideas with your colleagues and to be an engaged participant in discussion and writing activities.

### **Learning Outcomes for ENGL 1101:**

**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

#### **Important Information:**

**Contact Me:** I'm available to you as your teacher and as a resource to you outside of the classroom. Email is the best way to get in touch with me: [mmann60@gatech.edu](mailto:mmann60@gatech.edu). Be sure to identify yourself and your course section in your email communication with me. I will do my best to respond to your queries within 24 hours during my regular working hours (Monday-Friday, 9:00 AM-6:00 PM). I am available during Office Hours and for one-on-one meetings by appointment. If you cannot attend office hours, send me an email and we can set up a time to meet.

#### **Required Textbooks:**

This course requires three textbooks. All other readings will be available on Canvas.

1. ***The Everyday Writer***  
Author: Andrea A. Lunsford | Publisher: Macmillan | ISBN: 9781319332037  
Purchase Links: [Macmillan](#), [Amazon](#)
2. **Georgia Tech Writing and Communication Program, WOVEN text Open Educational Resource:** [woventext.lmc.gatech.edu](http://woventext.lmc.gatech.edu)
3. ***Frankenstein: The 1818 Text***  
Author: Mary Shelley | Publisher: Penguin Random House | ISBN: 9780143131847
4. ***Bad Blood: Secrets and Lies in a Silicon Valley Startup***  
Author: John Carreyrou | Publisher: Penguin Random House | ISBN: 9780525431992

You may choose to purchase a different version of *Frankenstein*, however, you must select a copy that is the 1818 edition of the novel. Do not purchase an 1831 edition of the novel.

I strongly recommend that you purchase a print copies of *Frankenstein* and *Bad Blood*. [Research](#) suggests reading in print format leads to better reading comprehension and retention. However,

print books may not be accessible to all readers. If an eBook is more accessible to you, you may use a digital version.

The reading schedule will be outlined on the Modules page of Canvas. Consult Canvas Modules daily for the most up-to-date links for class readings.

Note: The required reading and assignment schedule may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

### Grading and Assignments

Detailed Assignment Guidelines will be provided and discussed in class for each project sequence.

|                  |                                 |   |            |
|------------------|---------------------------------|---|------------|
| <b>Project 0</b> | <b>Common First Week Letter</b> | <b>Letter Draft:</b> You will compose a 400-500 word 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. 10 points.  | <b>5%</b>  |
|                  |                                 | <b>Peer Review:</b> You will work with a peer during an in-class peer review workshop to give and receive feedback on letter drafts.  |            |
|                  |                                 | <b>Final Draft:</b> You will revise your letter based on the feedback you received, and you will submit the final version to be graded. 100 points.   |            |
| <b>Project 1</b> | <b>Literature Lab</b>           | <b>Lit Lab Notebook:</b> Attend the three in-class Lit Lab sessions. Working with your lab group members, develop and test a hypothesis about how to interpret a key passage in <i>Frankenstein</i> . Test your hypothesis by analyzing your selected passage and other relevant parts of the text. Record your findings in a shared electronic document, like a Google Doc. 25 points. | <b>15%</b> |
|                  |                                 | <b>Lit Lab Report:</b> Working with your lab group, compile the results of your Lit Lab experiment into a report based on your findings. Your report should provide a clear interpretation of the novel that you support with evidence. Include the required sections: Introduction, Methods, Results, Discussion, Conclusion. 100 points.  |            |
| <b>Project 2</b> | <b>Case Study</b>               | <b>Topic Pitch:</b> Working on your own, identify a potential topic for your case study and write a short pitch (150-200 words) in which you briefly summarize the case and explain its significance. You will share your pitch with your group members, and each group will select a case study topic from its selection of pitches. 10 points.  | <b>20%</b> |
|                  |                                 | <b>Case Study:</b> Working with your group, choose a historical or contemporary case in which biomedical researchers violated ethical principles. Summarize the case, identify key stakeholders, and analyze the primary ethical dilemma(s) of the case. Make a normative claim about how the researchers should  |            |

|                      |   |  |            |
|----------------------|---|--|------------|
|                      |   | <p>have conducted themselves and support your reasoning. 100 points.</p> <p><b>Group Presentation:</b> You will create and deliver a short presentation (6-8 minutes) based on your case study designed for an audience of young STEM researchers. 100 points.</p>   |            |
| <b>Project 3</b>     | <b>Commentary Piece</b>   | <p><b>Proposal + Bibliography:</b> You will propose a topic for your commentary piece. Your proposal should summarize your topic and explain the intended purpose of your piece. Your proposal should also explain why the piece is valuable and relevant to the journal audience. 10 points.</p> <p><b>Draft Manuscript:</b> in the style of commentary pieces for <i>The New England Journal of Medicine</i> and <i>Journal of the American Medical Association</i>, write an essay that explains the value of a creative “artifact” to medical practitioners and scientists. You may choose any kind of artwork (novel, film, poem, tv show, visual artwork, creative nonfiction work, video game, play, dance, etc.) that is meaningfully related to the topic of ethics in biomedical research. 10 points.</p> <p><b>Peer Review:</b> Each student will review the draft manuscript of one peer. Students will share their feedback with their peer and submit the peer review worksheet to Canvas. 10 points.</p> <p><b>Final Manuscript:</b> Using the feedback you received from your peer, make significant revisions to your draft manuscript. 100 points.</p> | <b>20%</b> |
| <b>Final Project</b> | <p><b>Final Portfolio:</b> 100 points. The end-of-semester portfolio is designed as a culminating, representative, and reflective sample of your work. In order to demonstrate that you have met the stated course goals, you will write a reflective essay and select evidence from the texts you have produced in this course (called artifacts); then, you will describe how each artifact demonstrates your ability to apply the concepts and skills taught in this course. Your portfolio will contain the following elements:</p> <ol style="list-style-type: none"> <li>1. <b>A Reflective Essay</b> that introduces and analyzes the final portfolio (1000-1300 words).</li> <li>2. A series of short answer <b>reflections</b> that address questions on each individual artifact.</li> <li>3. <b>3-4 artifacts</b> that, together, best reflect your work and development in the course.</li> </ol> |  | <b>20%</b> |
| <b>Participation</b> | <p>You participation grade is based on your attendance, your engagement in class discussions and activities, and your completion of in-class writing activities called “<b>studies.</b>”</p> <p>My expectation is that all students will be engaged learners this semester and earn A grades for participation. To earn an A, you are expected to complete assigned readings, lend your voice to class discussions, participate in in-class activities, and submit all studies to Canvas. You should also communicate with your instructor when you have circumstances that impact your ability to attend class or complete assignments. Failing to submit studies to Canvas</p>  |  | <b>20%</b> |

|  |  |  |
|--|--|--|
|  | will hurt your participation grade. Refusing to participate in in-class activities and behaving with hostility or rudeness towards your instructor or your peers will also incur participation grade penalties. Excessive absences will impact your overall grade (see Attendance Policy). |  |
|--|--|--|

## Ungraded Writing

### Studies

Throughout the semester, you will complete regular in-class writing activities called “studies.” A study is a piece of writing done for practice, inspiration, or experimentation. The studies give you an opportunity to practice and experiment with different kinds of writing or concepts in class. Each study will be designed with a particular objective or skill in mind; however, you may be asked to practice the same skill across multiple studies. Studies are not graded, however, they will be counted on an “complete/incomplete” basis and used to assess your engagement in the course. Each complete study earns 1 point, and there are usually 10-12 studies per semester. Each study activity will be explained during class. You may use your studies as brainstorming for larger projects, and you should feel free to develop any study into a larger project later in the course.

### Grading

The Georgia Tech grading scale applies to this course:

- A: 90-100 points
- B: 80-89 points
- C: 70-79 points
- D: 60-69 points
- F: 0-59 points

If you submit an assignment “in full” (i.e. your submission meets the assignment’s basic requirements outlined in the rubric), you will receive a minimum of a “C” grade (70 points). If you hold an assignment “in contempt” (you ignore the assignment’s basic requirements or offer a disrespectful response to the assignment), you will receive a “D” grade. If you do not submit an assignment, you will receive a zero.

Assignments that are plagiarized or violate the AI policy will be marked as “ungradable.” The first time you receive an “ungradable” mark, you will be permitted to rewrite the assignment for a “C” grade. Students who repeatedly plagiarize or violate the AI policy will receive an “F” for the assignment in question and be referred to the Office of Student Integrity.

### 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.

### Final Exam

ENGL 1101 requires students to submit a Final Portfolio in lieu of an exam. Final Portfolios are collected during the exam period on the final exam date scheduled for your section. Final exam dates are scheduled and set by the Institute. Each section of ENGL 1101 has its own Final Exam date/time, and the Final Portfolio deadline must correspond to this date/time. See the table below for your Final Portfolio project deadline.

| Section | Exam Date | Final Portfolio Deadline |
|---------|-----------|--------------------------|
| J5      | TBA       | TBA                      |
| L5      | TBA       | TBA                      |
| N3      | TBA       | TBA                      |

### Course Policies

You can find the ENGL 1102 Common Policies here: [Georgia Tech's ENGL 1102 Common Policies for Spring 2026](#). You should consider these policies as part of the syllabus. The policies page also includes links to resources on topics like the Hall Food Pantry and Student Support Resources.

#### 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.

#### 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 in person. Not attending a scheduled class session in-person results in an absence.

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. Therefore, this course allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students). Please provide documentation from your professor, coach, or advisor if you must miss class for school-related or athletics-related reasons. Doctors' notes are not required for short-term illness. Please do not schedule non-urgent medical, dental, or cosmetic appointments during our class time.

If you need to miss class, email me as soon as possible. I will explain how to access materials or make up work you may have missed during your absence. **Students may miss a total of four (4) classes over the course of the summer semester without penalty. Each additional absence after the allotted number deducts 2 points from a student's Attendance and Engagement grade.** Missing more than 50 percent of our class sessions may result in failure of the class, as determined by the instructor of the course in consultation with the Director of the Writing and Communication Program.

**Making up in-class work:** If you are absent from class, you must complete any makeup work required for that missed class within one week (7 days) of the missed class period. In-class assignments, or "studies" are each worth one point of credit, and they are graded as "complete" (1 point) or "incomplete" (0 points). Failing to submit multiple studies may negatively impact your final grade. It is your responsibility to contact your instructor about making up missed work.

**Tardiness:** if you're running late, you should still come to class. It's better to suffer the brief embarrassment of arriving to class five minutes late than to miss the lesson altogether. Just take your seat quietly and don't make a fuss.

### **Participation Grade:**

Your participation grade is calculated numerically at the end of the semester. Your grade includes the combined points earned from studies and your overall "Attendance and Engagement" score.

### **Submitting Work:**

All graded assignments, final projects, and studies must be submitted to Canvas by the given deadline. Unless otherwise specified, all work must be submitted as Microsoft Word documents. Please do not submit your work as a PDF. All Georgia Tech students are provided with the Microsoft 365 suite of applications. To learn more about how to download these applications, click [here](#).

### **Extensions**

There is no "late work" in this course. If you have a valid reason for requesting more time to complete an assignment or project, you may request an extension in advance. Except in emergency cases, **extensions must be requested at least 24 hours prior to the deadline**. You may request up to three (3) extensions this semester. For group work, teams cannot request extensions except in extraordinary cases (a team member is hospitalized, etc.). You may not submit work after an assignment deadline unless you have requested an extension.

- **Grace Period:** Most major assignments have a grace period for each deadline. Most assignments are due on Friday, and I provide a grace period until Sunday night at 11:59 PM. If you need to take the weekend to complete an assignment, you are free to do so. If an assignment does not have a grace period, and it has a firm deadline, it will be clearly marked in the syllabus.
- **Studies:** Please be aware that in-class studies do not have grace periods and must be submitted by 11:59 PM on the day they are completed in class.

**If you do not arrange an extension, and I do not receive a submission from you by the deadline or within the grace period, you will receive a zero for the assignment.**

- For study deadlines, you are permitted two "mercies." If you forget to submit a study by the 11:59 deadline, email me ASAP and you may submit your study late. You may only do so twice per 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.

### **Generative AI Tools:**

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents may present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

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**.

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.

### **Academic Misconduct**

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else’s language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on “Defining and Avoiding Plagiarism”). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

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

### **Group work and collaboration:**

This class emphasizes learning as a collaborative process, and we will do regular group work in class as well as two collaborative major projects. During collaborative projects, you are expected to be an active member of your team and participate in all steps of the project process. For assigned and graded group work, you must collaborate with your group members, however, you should not collaborate with peers outside of your assigned group. For individual assignments, the work you submit should be composed solely by yourself.

Appropriate forms of collaboration on individual assignments include:

- You make an appointment at the [Naugle Writing and Communication Center](#) and work with a tutor on an assignment.
- You meet with a classmate to brainstorm ideas for an upcoming assignment.
- You ask a classmate to clarify something confusing about an assignment.
- You ask a classmate to share notes from a class period you missed.
- You ask a friend to read a draft introduction to make sure it makes sense to a non-expert audience.

Inappropriate forms of collaboration:

- You ask someone to compose any part of any assignment on your behalf.
- You poach an assignment idea from a classmate and use it without their permission.
- You know a friend who took ENGL 1102 last year, and you use their old assignment to help you compose your own assignment.
- You send an assignment draft to someone and ask them to copyedit, correct mistakes, or revise the draft in any way.

If you have a question or want to clarify if your action is an appropriate form of collaboration, email your instructor.

### **Technology in the Classroom**

We will do some form of writing in every class period. Please bring a laptop computer or a word processing-enabled tablet to every class session. Electric outlets may not be available or accessible in our classroom. Please ensure your device is charged before attending class. During lectures and class discussions, you are strongly encouraged to take notes, and you are free to use your laptops to do so, however there are many benefits to hand-writing notes. Smartphone and cell phone use is not permitted during class time. Please silence and stow your phones during class time.

### **Accommodations**

I strive to create an inclusive learning environment for all and to design a course that is accessible and aligned with an ethic of care. I am invested in your success in this class and your well-being at Georgia Tech. Please let me know if anything is standing in the way of you doing your best work. This can include your own learning strengths, language differences, disability or chronic illness, and/or personal circumstances that impact your work. I will hold such conversations in strict confidence, and I will take actionable steps to address your concerns and offer support. Disabled students are welcome in my classroom, and I support and encourage requests for accommodation.

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 me. 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](mailto:dsinfo@gatech.edu)
- Phone: 404-894-2563 (V); 404-894-1664 (TDD); 404-894-5429 (fax)
- Website: [disabilityservices.gatech.edu](http://disabilityservices.gatech.edu)

### **Syllabus Modifications**

This syllabus and reading schedule may be modified as the semester progresses to meet course outcomes and address the needs of members of the class. You will be notified if changes are made.