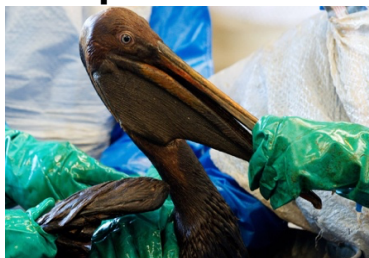


English 1102 – English Composition II: The Anthropocene



Section SF3
3 credits
Summer 2026

INSTRUCTOR INFORMATION

Instructor: Ben Rutherford

Email: brutherford6@gatech.edu

Office Hours: Mondays and Wednesdays 12 - 1:30, in Skiles 315

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.

The theme of this ENGL 1102 section is the Anthropocene, the so-called “human epoch” defined by accelerating climate change, resource extraction, species loss, and ocean acidification, among other effects. We will consider what it means to enact care toward our environments, each other, and ourselves during a time when humanity has apparently become something on par with a geological force, while also critiquing the idea of the Anthropocene itself. Students in this course will become familiar with a number of fields within the environmental humanities, including ecopoetics, sustainability, and environmental writing, and they will create multimodal artifacts that respond to issues within these fields.

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.	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: • Rhetorical situation: purpose, audience, context • Argumentation in multiple modes • Genre • Affordances of mode, medium, technology • Multimodal synergy 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 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 Understand the social contexts of multimodal communication

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/viewing/listening for inquiry, learning, critical thinking, and communicating in various rhetorical contexts Interpret a diverse range of multimodal artifacts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay among multimodal elements, and to how these features function for different audiences and situations Conduct primary and secondary research, integrating expert sources and data into multimodal projects 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
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 multimodal composition is a process Develop a multimodal project through multiple stages Develop flexible strategies for multimodal composition, reviewing, collaborating, revising, production, and dissemination Use composing processes and tools as a means to discover and reconsider ideas Experience the collaborative and social aspects of multimodal composition 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 the work students produce
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.	Match the affordances of different modes and media to varying rhetorical situations Adapt composing processes for a variety of technologies and modalities Understand and use a variety of technologies to address a range of audiences

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.	Understand why genre conventions for structure, design, tone, and mechanics vary Gain experience negotiating variations in genre conventions Learn common formats and/or design features for different genres of multimodal artifacts Practice applying citation conventions systematically in their own work
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REQUIRED COURSE MATERIALS

While some of the texts that we read will be provided through Canvas, you will need to acquire the following...

- [WOVENText \(free ebook you can find here\)](#)
- *Writer/Designer* (available in the *Bedford Bedford Bookshelf*, an Open-Access Textbook compilation available through the Tech Barnes and Noble. If you go to the Tech Barnes and Noble will be given an access code, which you will redeem through VitalSource at macmillan.vitalsource.com. This will give you access to the Bedford Bookshelf, where you will also be able to download other books).
- *Immemorial* by Lauren Markham (available through the Tech Barnes and Noble)

GRADING POLICY

While I will closely review everything you compose in this course, providing thorough feedback along the way, I also use what I call “collaborative grading” for the three major artifacts. What this means is that you will **help me formulate a score through critical reflection and by describing your process**. Meanwhile, the smaller assignments, such as journals and process documents, will be graded only by me. I will give more detailed instructions for self-assessment, but basically, I want you to build metacognitive skills based not just on your final drafts but on your labor, your process, and your intellectual and creative development. In rare cases, I may have to change your grade, but if you work hard, participate, and hold yourself accountable, this won't happen.

Collaborative grading is a combination of traditional grading methodologies and what is known as ungrading. For more information on the latter, you can check out Jesse Stommel's [“Ungrading: A Bibliography.”](#) But, basically, traditional grading methods have been shown to hinder the learning process for some, in part by placing focus on the *product* instead of the *process*. My approach to grading places emphasis back onto process and prioritizes self-reflection.

DESCRIPTION OF GRADED COMPONENTS

Major Artifact 1: For this artifact, you will create a public-facing piece of rhetoric that advocates for a form of sustainability on the Tech campus.

Major Artifact 2: In small groups, you will plan, outline, and record a podcast episode that discusses a poem and uses sound design to emulate the most important qualities of that poem.

Major Artifact 3: For this artifact, you will compose a dictionary entry for a neologism (a new word or concept) that derives from your personal experience or interests and that aligns with the course theme. You will also present your neologism to the class in a brief presentation.

Final Portfolio: This is a multimodal project required of all 1102 students at Georgia Tech. Instead of a final exam, you will be asked to assemble a final electronic portfolio. We will discuss the instructions for this during the first week of classes, but roughly speaking, this will bring together the best of the work you did over the course of the semester and include a metacognitive reflection that demonstrates how this course has helped you grow as an effective communicator.

Smaller Graded Assignments

There will also be various in-class assignments as well as weekly journals. Weekly journals alternate between reflective and analytic questions. They should be turned into Canvas by the beginning of class on their due date, and should NOT incorporate any AI.

Overall Grade Percentages

Participation	10%
Journals	10%
Major Artifact 1	20%
Major Artifact 2	20%
Major Artifact 3	20%
Final Portfolio	20%

COURSE POLICIES

Attendance

Because communication skills develop gradually over time, attendance and participation are essential to success in this course. Therefore, you are expected to attend class in person; failing to do so will result in an absence.

There may be times when you cannot or should not attend class, such as if you are not feeling well. Therefore, I allow a total of two absences without penalty, regardless of reason. After that, for each absence, **3 (out of a 100) points will be deducted from your overall grade**. 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). If you do miss class, it is your responsibility to first get in touch with one of your classmates to find out what you missed. If you still have questions, please also email me or visit my office hours. I will communicate with you about how to access materials or make up work you missed during your absence or suggest ways to participate in class remotely and/or asynchronously. Keep in mind that arriving late can also present obstacles to your learning. That said, **arriving over 15 minutes late will count as an absence**. Missing a total of 5 classes will result in failure of the class.

Participation

...is essential, and it includes not only speaking during class discussion but being in your seat on time, ready to engage with the material. Simply put, the more present you are and the more you speak in class, the more you will learn. If you come to class regularly, take the learning process seriously, approach collaborative projects with enthusiasm, and contribute to discussions, you will likely do very well in this course.

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 Resources

Self Care: If you have difficulties for any reason related to your mental health or wellbeing, please reach out to me. I am happy to confidentially discuss

accommodations that might be made and to go over some of the support services available to you here at Georgia Tech. Some of those services/resources include

- CARE: Center for Assessment, Referral, and Education (walk-in mental health services/resources) can be found here: <https://mentalhealth.gatech.edu/>
- The Counseling Center (24-7 access to a counselor on call). If you need immediate support, you can call (404) 894-2575.
- Office of the Dean of Students: you can request assistance or make a referral here: <https://studentlife.gatech.edu/request-assistance>
- STAR: Students' Temporary Assistance and Resources is a network of programs providing students with everything they need to thrive and flourish. They can be found here: <https://star.studentlife.gatech.edu/>

A comprehensive list can also be found here:

<https://students.gatech.edu/studentresource-guide>. Again, please do not ignore your mental health and/or wellbeing. If you feel that you are struggling, reach out to me or to one of the resources above.

VOICE is Georgia Tech's initiative for preventing sexual and relationship violence and for supporting survivors. You can visit their website for further information and resources. For 24-hour support, you can also contact an advocate at (404) 894-9000.

Writing and Communication Center: All writers need readers even outside of class. Fortunately, you can visit The Naugle Writing and Communication Center (located in Clough 447) for one-on-one or group consultants to get feedback on any of the major artifacts. Feel free to schedule an appointment with them at any stage of the composition process, from brainstorming to finalizing a project. Even if it's not for an English assignment but something like, say, a job application, they can help you!

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 cultivating your ability to write, communicate, and think critically in specific, workplace scenarios. Generative AI agents like ChatGPT, DALL-E 2, and others can present opportunities for learning and for communicating, but we need to be very careful about how we define these opportunities. AI cannot learn or communicate for you, and so you cannot meet the course requirements simply by using it. Therefore, the utilization of AI in the work of this course (including ungraded work) is allowed ONLY

in the instances specified by me. Doing so without my consent will result in a failing grade on the assignment and possibly further reprimand.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, in instances when I allow generative AI use, you are expected to adhere to these principles (as outlined on [the WCP webpage](#)):

- 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.

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.

Other Course Specific Policies

Late and Missing Work

Most assignments will be submitted to Canvas by the start of class on their due date. In rare cases, they may be due that night, but you should always check the Canvas calendar for specifics! Any of the three major artifacts turned in one day late will be accepted with a 10%-point deduction. If turned in two days late, it will be deducted 20%. After that, the artifact will receive a zero, unless you have asked for an extension **24 hours prior to the due date**. No late journals, peer reviews, or other smaller assignments will be accepted, unless you have spoken with me well in advance and have a reasonable excuse.

Missing Class and Making Up In-class Work

If you are absent, always check the course schedule on Canvas first, which will have an updated, itemized schedule of what was covered. If you still have questions or need clarity on something found there, please email me.

Assignment Revision

Since I provide feedback to your projects throughout the semester, there will not be opportunities for revising assignments.

COURSE CALENDAR FOR MAJOR DUE DATES

	Monday	Tuesday	Wednesday	Thursday
W 1	06/29 Course Introduction” The Anthropocene”	06/30 Begin Unit 1: Sustainability	07/01	07/02
W 2	07/06 Major Artifact 1 Rough Draft due by start of class	07/07 MA1 Final Draft due by start of class	07/08 Begin Unit 2 Ecopoetics	07/09
W 3	07/13	07/14	07/15	07/16 MA2 Rough Draft due by start of class
W 4	07/20 MA2 Final Draft due by start of class	07/21 Begin Unit 3: The Anthropocene	07/22	07/23
W 5	07/27 MA3 rough presentation slides due	07/28 MA3 Final Draft Due and Presentations	07/29 Introduce Final Portfolio	07/30
	08/03	08/04	08/05 Portfolio due by 10:45 (see final exam matrix here)	08/06

STATEMENT OF UNDERSTANDING

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. RUTHERFURD

I affirm that I have read the entire syllabus and Common Policies site for ENGL 1102 and understand the information and the responsibilities specified.

print full name

legible signature

date