

COURSE INFORMATION

Course title: English 1102 – English Composition II

Section: SF4

Credits: 3

Semester and Academic Year: Summer 2026

INSTRUCTOR INFORMATION

Instructor: Stephen M. Reaugh

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CORE IMPACTS STATEMENT

ENGL 1102 ENGL COMPOSITION II

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/TOPIC DESCRIPTION

In this course, you will explore, practice, and refine your communication skills by observing, speaking, and collaborating in class, as well as planning, drafting, and revising a sequence of projects. Through a commitment to WOVEN (written, oral, visual, electronic, and nonverbal) communication skills, you will develop and tailor processes that adapt to the various modes and media you might encounter in your undergraduate education.

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	Use composing and reading/viewing/listening for inquiry, learning, critical thinking, and communicating in various rhetorical contexts

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, sources, situations, and texts.	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	Match the affordances of different modes and media to varying rhetorical situations Adapt composing processes for a variety of technologies and modalities

(WOVEN). Likewise, composition uses a range of technologies and media to develop and disseminate its messages.	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

REQUIRED COURSE MATERIALS

Ball, Cheryl, Jennifer Sheppard, and Kristin Arola, [*Writer/Designer, 3rd ed.*](#) Accessed through [The Bedford Bookshelf](#).

WOVENText Open Educational Resources, Georgia Institute of Technology, <http://woventext.lmc.gatech.edu/>.

GRADING POLICY

Students will earn final grades according to the following scale:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and below

On assignments and in Canvas, I assign grades on work using the +/- system. Use the table below to determine their equivalents. All letter grades are rounded to the nearest whole number.

Grade	Range	Grade	Range
A+	98-100	C	74-77
A	94-97	C-	70-73
A-	90-93	D+	68-69
B+	88-89	D	64-67

B	84-87	D-	60-63
B-	80-83	F	0-59
C+	78-79		

DESCRIPTION OF GRADED COMPONENTS

Assignment Name (% of course grade)	Due date(s)
Project 0 (5%)	7/1, 11:59pm
Project 1 (20%) - Notes (5%) - Rough Draft (5%) - Final Draft (10%)	7/8, 11:59pm 7/13, class time 7/15, 11:59pm
Project 2 (20%) - Presentation (15%) - Usability Testing (5%)	7/20, class time 7/22, 11:59pm
Project 3 (25%) - Rough Draft (2.5%) - Peer Review (2.5%) - Final Draft (20%)	7/27, class time 7/27, in class 7/29, 11:59pm
Project 4 (20%)	8/5, 10:50am
Participation (10%)	N/A

COURSE POLICIES

ATTENDANCE

Attendance and class participation are critical to your learning in this course. That said: life happens. This attendance policy tries to accommodate both of those conditions.

You can be absent **two times** from our course for any reason, and you don't have to let me know in advance. These absences are considered **unexcused absences**. Unexcused absences impact your weekly Participation grade. Each **unexcused absence** beyond the second may result in a 2% deduction to your final course grade per absence.

However, if you anticipate being absent for our class, you may decide to email me before class begins to explain your situation. In many cases, so long as you have informed me before the start of class on the day(s) which you will be absent and your absence is able to be excused (see next sentence), then your Participation grade will not be affected. Absences due to illness, family responsibilities, and religious observances are *always* excused, as are Institute-approved absences and situations as documented by the Office of the Dean of Students.

PARTICIPATION

Unlike the grading scale for your assignments, participation is assessed differently. I calculate your participation out of a possible 100 points. You may earn up to 5 points for each of the 18

days that we will have class this semester (90 points). The remaining 10 points in the participation grade come from required meetings with me in office hours (5 points per meeting).

Unexcused absences always result in a 0. Excused absences do not affect participation. If you are excused absent, that day will be removed from your overall point total for participation.

Otherwise, to earn the maximum 5 points per day, you must complete five of the following six objectives, each of which map to a component of successful participation (timeliness, conduct, preparation).

Criterion	Description
Oral participation in class (at least once)	Includes questions, comments, responses to the instructor or whole class.
Completion of activities in class	Active contribution to in-class small and large group activities and in-class exercises (solo).
Consistent active listening skills	Directing eye contact toward speakers (or your focus and body language in their general direction); reacting to peers' comments and contributions in small groups and/or instructor-led activities.
Responsible use of technology	Devices are used only for course activities.
Completed, on time homework	Submit homework before class. "Correct" answers are never required.
On time (no more than 5 mins. late)	If you'll be later than 5 minutes and have time, then let the instructor know via email.

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 agents such as ChatGPT, DALL-E 2, and others 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 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.

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 ASSIGNMENT POLICY

The deadlines for our assignments are here to help you stay on-task with your comprehension of and engagement with course material. I strongly encourage you to stick to these deadlines whenever possible. Circumstances may arise, of course, when this is not possible. If you feel like you will not make the deadline, **you may always request an extension, but you must check in with me** to discuss a feasible path for you going forward with your work and our course. Emails, office hours appointments, and meetings after class are all examples of responsible “checking in.”

Requests for extension meetings made by 11:59pm the day before the assignment is due always will be considered; late requests or requests that will push a student beyond the semester may not be able to be granted.

Otherwise, when an assignment is late, the final grade on the assignment will be reduced by one-third of a letter grade for every 24-hour period it is late. For example, a paper that would earn an A-, if it is two days late, would instead earn a B.