

ENGL 1102

COURSE INFORMATION

Course Title English 1102 – English Composition II

Section(s) L1

Credits 3 Credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Yvonne Medina

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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

“Southern Cooking” is a theme that critically analyzes the varied food cultures of the American South. Students will explore the origins and cultural significance of such delicious Southern eats as gumbo, grits, and collard greens as they develop important critical thinking, written, oral, visual, digital, and nonverbal communication skills. Topics covered will encompass Southern hospitality, food and human migration, and sustainable food practices, food insecurity, and nutrition within American Southern contexts.

Essays on food from celebrated writers such as Barbara Kingsolver, Michael Twitty, Marjorie Kinnan Rawlings, and Wendell Berry, as well as two children’s novels, Kate DiCamillo’s *Because of Winn-Dixie* and Christopher Paul Curtis’ *The Watsons Go to Birmingham—1963*, will serve as food for thought as we write, communicate, and research. Assignments include a rhetorical analysis of a historical Southern cookbook, a collaborative video essay on a topic related to sustainability and food security in the South, and a review with food photos of a Southern dish in a local dining establishment.

ENGL 1102 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
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	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

REQUIRED COURSE MATERIALS

WOVENText

This is an OER (open educational resource) and is free for students. You can access it at the link below:

<https://woventext.lmc.gatech.edu/>

Writer/Designer, Cheryl Ball; Jennifer Sheppard; Kristin Arola. 3rd Edition, 2022

Because of Winn-Dixie, Kate DiCamillo

The Watsons Go To Birmingham – 1963, Christopher Paul Curtis

GRADING POLICY

I grade using the Writing Communication Program's common feedback chart, which emphasizes rhetorical awareness, originality of the argument, development of ideas, structure, style, process awareness, and design for medium. I use a 4.0 GPA scale with letter grades (A-F) that equate to quality points: A=4, B=3, C=2, D=1, F=0.

DESCRIPTION OF GRADED COMPONENTS

- Introductory Video (10%) – 9/4
- Rhetorical analysis of a cookbook (20%) – 9/23
- Group video that makes an argument informed by at least (1) peer-reviewed article on a topic related to sustainability (20%) – 10/23
- Southern Food Review with Photos (20%) – 11/18
- Final portfolio (10%) – 12/11
- Participation (10%)
- Small, informal in class assignments, homework, and quizzes (10%)

COURSE POLICIES

Attendance

Attending class regularly is the surest guarantee of your enjoyment of and success in the 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. Therefore, this course allows a specified number of absences without penalty, regardless of reason.

You are allowed (4) absences, equivalent to two weeks of class. Each additional absence past (4) will lower your final grade by 2%. A late arrival of more than 5 minutes counts as a tardy. 3 tardies = one absence. Absences include those with and without documentation from a medical professional. Absences that are related to your participation in a Georgia Institute of Technology event should be sent to me via email either by you or a representative from your organization; these absences are acceptable and do NOT count toward the allowed (4) absences.

If you miss a class, you should first ask a classmate to tell you what you missed; then if you have further questions, you can email the instructor to discuss how to access materials or make up work.

Participation

Students are expected to have read the assigned materials before class unless otherwise indicated in the syllabus as in class viewing. Consistent participation in class discussions and workshops along with demonstrated knowledge of the assigned materials will contribute to this portion of the final grade.

Prepare for class participation by taking notes on the assigned materials, generating both questions and remarks for others to consider. Relate the reading and viewing material to your own interests and other texts on the syllabus. Take note of passages in the assigned materials that are confusing or unexpected to share with the class. Pay attention to both the content and style of the material; both the information being conveyed and how the author conveys that information through structure, repetition, metaphor, format, writing style, or visual aesthetics. In class, listen to your peers attentively and draw connections among their ideas to earn the highest possible participation.

See the tech policy that discusses how using technology outside of what is expected for this class will dramatically reduce your participation grade.

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, peer reviewing, editing, or translation purposes).

- You can and should acknowledge how you used the AI tool at either the beginning or end of your paper in a separate, detached paragraph from your final product.
- **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 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.

Other Course Specific Policies

Late and Missing Work

All papers are due by midnight on the due date. Students can request extensions on assignments, but they are encouraged to do so in writing at least 48 hours before a deadline.

Papers received late and without a granted extension will be docked by a third of a letter grade for every day it is late i.e. an A- paper turned in one day late will receive a B+. If you encounter a technological glitch on Canvas, then you may email me the paper.

Missing Class and Making Up In-class Work

If you miss a class, you should first ask a classmate to learn about what you missed, then if you have further questions, you can email the instructor to discuss if and how

you can make up work. All made up work needs to be submitted within (2) weeks of when it was originally assigned.

Assignment Revision

Revisions are not permitted unless the student scores below 80%. If a student scores below 80%, they can revise the assignment within two weeks and may receive a maximum of 80% on the assignment.

Tech Policy

Laptops and other tablets should only be open to conduct relevant research or read an online version of the text. Cell phones should be in silent mode and out of sight. Consistently using technology to avoid discussion with the instructor and peers will result in a significant decrease in one's participation grade.

Most classes combine discussion and hands on workshop components. It is permissible to do other work during the workshop components if the classwork is already complete, or if it is helping the student focus on the class; however, discussions are tech-free so students can more effectively practice oral and nonverbal communication skills. If the instructor sees a student consistently using technology for purposes other than class work, then the most that student can obtain as a participation grade is 75/100 possible points.