

ENGL 1101 SYLLABUS

COURSE INFORMATION

Course Title English 1101 – English Composition I

Section(s) – K5, M4, P4

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Namrata Dey Roy

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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

ENGL 1101, “Framing the Other: Stories, Identity, and Belonging”, explores how stories and popular culture shape our understanding of who belongs, who is excluded, and who is perceived as a threat. Why are some characters celebrated as heroes while others are labeled villains or outsiders? What makes someone appear dangerous, different, or unacceptable? And how might looking at a story from another perspective change our understanding of these categories?

LEARNING OUTCOMES

[Use the following official language]

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 COURSE MATERIALS

1. Georgia Tech Writing and Communication Program, *WOVENtext* Open Educational Resource: woventext.lmc.gatech.edu
2. Lunsford, Andrea. *The Everyday Writer*. Accessed through [The Bedford Bookshelf](#).
3. All other major readings will be uploaded on Canvas.

GRADING POLICY

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69
A 94-97	B 83-86	C 73-76	D 63-66
A- 90-93	B- 80-82	C- 70-72	D- 60-62

F: 0-59

DESCRIPTION OF GRADED COMPONENTS

Artefact 0 - Common First Week Letter (5%): This assignment is a program-wide requirement for all students enrolled in ENGL 1101 at Tech. For this assignment, you will write a letter where you will introduce yourself, identify the course you're taking, and talk about your written communication skills. Details will be provided on the specific assignment sheet. Treat this assignment as your story to inform about yourself to your audience.

Artefact 1 – Rhetorical Analysis Essay (20%): In this assignment, you will critically analyze a specific scene from any movie or texts (assigned in class) and write a short analytical essay (4-5 pages) examining how different rhetorical elements contribute to the overall meaning and impact of the scene/text and its effect on the targeted audience.

Artefact 2 – Visual Artefact (20%): In this assignment, you will create either a storyboard/ short graphic narrative/ digital comic/ illustrated narrative or a photo narrative. This assignment will have both visual and writing components.

Artefact 3 – Collaborative Research Project (25%) : In this assignment, you will work in groups and research specific topics related to the course theme. Topics will be discussed and decided later in class. Each group will then present their findings to the class through a multimedia presentation.

Group Research and Presentation Preparation: 15%

Presentation: 10%

Final Portfolio (15%) : Instead of a final exam, you will compile a portfolio of your work completed for the course. The portfolio is due during our final exam date. I will post an assignment sheet that details everything you should include in your portfolio. You must complete your portfolio to pass the course.

Class Participation (10%) and Attendance (5%) : This includes regular class attendance, participation, in-class group activities, writing discussion posts and contributing to the class discussion.

Attendance

Writing and Communication Program courses require students to be active in engaging with their courses. Missing too many classes will affect your grade. 4 absences will be excused. After that you will be marked absent. Please inform me if you are missing class, this will help me to keep track.

Participation

[Be clear about expectations for participation and how participation is assessed. Provide concrete examples of the forms of participation you want to see in class. You might also provide a general participation rubric (e.g., A-level participation, B-level participation, etc.)]

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

[Use the following official language]

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 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]

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Late and Missing Work

I am willing to grant extensions under certain circumstances, but you must let me know at least two days (48 hours) in advance of the assignment submission deadline. If you submit late without any granted extension or my permission, I will reduce your grade by 5% for each 24-hour period (that means a calendar, not class, day) that it is late. Keep in mind that this policy does not (and cannot) apply to the final portfolio, whose submission deadline is non-negotiable.

Missing Class and Making Up In-class Work

Students need to inform if they are missing class. They will be given extended time frame to complete missed in-class writing and other classwork.

Assignment Revision

If needed assignment can be revised following given feedback.