

ENGL 1101 SYLLABUS

COURSE INFORMATION

Course Title English 1101 – English Composition I

Section(s) B2, D3, E1

Credits 3 credits

Semester and Academic Year: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Laura Evers

Email: levers3@gatech.edu

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

Our course coalesces around a central theme of argument and attention by focusing on the many ways animals coexist with humans on American college campuses. From the lab to the football field to the pages of books in the library, animals are everywhere at universities, but some receive more attention than others. What determines whether an animal becomes a mascot, a research subject, or a dining hall meal? Our course will also attend to how human attention is eroding; we are more easily distracted than ever before. Together we will ask: how do writers earn attention from readers who have less and less to give, and what can the animals among us teach us about our own distractions?

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.	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

- Lunsford, Andrea. *The Everyday Writer*. (2023), Macmillan
- Georgia Tech Writing and Communication Program, *WOVEN text Open Educational Resource*: woventext.lmc.gatech.edu
- Selected readings provided on Canvas
- Please **purchase or borrow a notebook**, sketchpad, journal, etc. for handwritten activities and notetaking in pen or pencil. Given the screen policy, this purchase is crucial. *Half Price Books* is an excellent place to find discounted books and bookish supplies. Please let me know if there is financial hardship and we will figure something out.
- \$8 lab/craft fee for origami Paper Arts Workshop at the Robert C. Williams Museum of Papermaking. Same as above – if there is financial hardship, please let me know and we will come up with a solution.

GRADING POLICY

As you'll notice below, no single assignment will make or break your grade for the semester. Instead, this course will ask you to write in a variety of ways for a variety of purposes. **Note that regardless of their value (letter grade or complete/incomplete), all assignments listed below must be submitted to me in order to earn a passing grade in the course.**

There are total of 2,000 points available. Because Georgia Tech does not use +/-, the distribution will be as follows:

Grade	Percentage	Points
A	90–100%	1,800–2,000
B	80–89.9%	1,600–1,799
C	70–79.9%	1,400–1,599
D	60–69.9%	1,200–1,399
F	Below 60%	0–1,199

Final percentages are rounded to the nearest whole number (for example, 89.5% rounds to 90%, while 89.4% does not). This means 1,790 points is the effective threshold for an A. No other rounding or adjustment is applied.

DESCRIPTION OF GRADED COMPONENTS

Project #	Title	Description	%
Project 0	Common First Week Letter	You will compose a 400-500 word letter to introduce yourself to your instructor (that's me!), tell a story about your history with writing, and reflect upon what that	5%

		experience taught you about effective communication. 100 points (Grade: Complete/Incomplete)	
Project 1	Animal Snapshots	Over the course of the first part of the semester, you'll produce five animal snapshots. For each one, you'll photograph an animal somewhere (anywhere!) on campus (you must take the photo yourself) then write 250 words describing it from your in-person observations, and 250 words analyzing the photo you take. Each of your written five snapshots must feature a different animal. 80 points each, 400 points (Grade: Complete/Incomplete)	20%
Project 2	Animal Snapshot Redux: One Animal, Two Audiences	You'll choose one of your five animal snapshots and rewrite/revise it for two hypothetical readers, neither of whom is me nor your classmates. Both versions should still describe and analyze the animal. Outside research is welcome in the analysis. Your two imaginary audiences need contrasting perspectives on the animal you select. 400 points (Grade: Letter Grade)	20%
Project 3	Group Project: An Animal-Themed Interactive Campus Tour and Proposal Memo Platform: <i>Google My Maps</i> (or equivalent – open to suggestions/modifications)	Working in <i>Google My Maps</i>, as a team you'll build an interactive campus tour organized around an animal theme of your group's choosing: the wildlife that lives here, the history of Georgia Tech's mascots, animal imagery in campus architecture and the Papermaking Museum, or something more unexpected (best dining spots for BBQ?). Your map must include at least 20 stops (1,000 to 1,500 words): up to 10 can be drawn from your existing snapshots, but at least 10 must be newly researched and documented. Each entry must be accompanied by a brief paragraph length description and analysis (4-5 sentences). Your tour must also do more than plot different animals across a map. It must tell a story: it needs an argument about the significance of the theme, why it's worth a visitor's attention, and what it uncovers	20%

		about Georgia Tech that someone participating in a regular campus tour wouldn't otherwise pay attention to. Every single stop should earn its place in that argument. Pithy Proposal Memo (500 words): Alongside your map, your group will write a memo pitching the tour to a specific office or department at Georgia Tech: the Office of Sustainability, Admissions, the Library, or another unit you identify. You'll need to research what the office actually does and what it values, then make the case that your tour serves their mission, not just your interest in the topic. 400 points (Grade: Letter Grade)	
Final Project Portfolio		Instead of a final exam, this class culminates in a final multimedia portfolio that includes excerpts of your work from the semester (with introductions) and a 1000-word reflective essay that considers your overall growth and development as a writer this semester. You can find detailed instructions for this project here: https://sites.gatech.edu/wcppportfolio/engl-1101/. In preparation for constructing your portfolio, please save and back up all of your writing that you do for this class, informal, out of class, multiple drafts, etc. 400 Points (Grade: Letter Grade)	20%
Participation		This course's success will depend on how fully you engage with the material and with each other. As such, your engagement counts toward 15% of your overall course grade and is measured in a variety of ways: good-faith effort in the group project, peer review, formal and informal in-class discussion, exercises, and activities, written response prompts to assigned readings, office hour conversations, faithful attendance and communication, and other opportunities where you are able to demonstrate the effort you've put forth in this course. This grade is not necessarily "talking in class" (although that helps!).	15%

		Rather, it considers active involvement and interest in our course: showing up to class prepared, contributing to small group and whole group discussions, responsibly using technology, etc. 300 points (Grade: Letter Grade)	
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COURSE POLICIES

Attendance

Our course is a combination of discussion, small group, large group, and independent activities. It is essential that you do your best to be in class so that you can take part in learning with your classmates. 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. 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 travel, 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 fall semester without penalty, no questions asked. Each additional absence after the allotted number negatively impacts student's Attendance and Participation 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.

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up to class prepared, contributing to small group and whole group discussions, responsibly using technology, 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

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

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed *only* in limited instances specified by me.

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 me 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. In other words, completing coursework *without* proper attribution or authorization is a form of academic dishonesty that may very well result in failing the assignment. Such actions not only constitute stealing, but they undermine your authority as a writer and thinker.

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.