

ENGL 1101 SYLLABUS

COURSE INFORMATION

Course Title English 1101 – English Composition I

Section(s) G4

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Matthew Francis Ittenbach

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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

This course teaches fundamentals of composition and communication through writing about the places we live, experience, and imagine. Students will compose written artifacts across a variety of genres from traditional essays to multimodal projects, developing their understanding of writing as a process and the importance of effective communication.

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
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REQUIRED COURSE MATERIALS

- [WOVENText Open Educational Resource](#)
- [Everyday Writer \(via Bedford Bookshelf\)](#)
- All other readings/texts/media will be provided for you via Canvas

GRADING POLICY

A: 90-100 Superior performance —rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.
B: 80-89 Above-average, high-quality performance —rhetorically, aesthetically, and technically.
C: 70-79 Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.
D: 60-69 Below-average performance. Less than competent—rhetorically, aesthetically, and/or technically.
F: 0-59 Unacceptable performance. Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.

DESCRIPTION OF GRADED COMPONENTS

1. Common First Week Letter (400-500 words) – 5%
 - Due Sunday August 30th 11:59 PM
 - *A 400-500 word letter to introduce yourself to your instructor, tell a story about your history with writing, and reflect upon what that experience taught you about effective communication.*
2. Lifespace Essay (~1,000 words) – 20%
 - Due Sunday September 27th 11:59 PM
 - *The Lifespace essay is a form of personal essay centered on an individual's lived experience with a particular location. For this assignment, students compose a short essay about a place that matters to them from their past, and how it has shaped the way they think and the way they are learning to approach their college experience in an ostensibly new place, i.e. Georgia Tech.*
3. Photo Essay (~500-word introduction, 8 photos with captions equivalent to ~500 words total) – 20%
 - Due Sunday October 25th 11:59 PM
 - *Students compose a photo essay that, quite literally, offers snapshots of their evolving relationship to this university, its locations and its people, in their brief time here thus far.*
4. Group Podcast Episode (10 minutes, equivalent to 1,000 words) – 20%
 - Due Sunday November 22nd 11:59 PM
 - *Students will work together in groups to develop a 10-minute podcast episode focused on a historical event in Atlanta and Georgia Tech's relationship to/role in that event (for example, the 1996 Olympic Games). Students will conduct archival research to discover and explain how the University played a role in their chosen historic event, and how the legacy of that event continues to influence Georgia Tech today.*
5. Final Portfolio – 20%
 - Due Thursday December 17th 10:50 AM
 - *In lieu of a final exam, all ENGL 1101 and 1102 courses require you to complete a final multimodal portfolio due during your section's scheduled final exam time (see [here](#) for the final exam schedule). The portfolio will include examples of your WOVEN work products, a substantial reflective essay, and brief introductions to each artifact. We will discuss more specific instructions and methods for working on the portfolio throughout the semester.*
6. Participation – 15%
 - *Attendance, Communication, In-class participation (contributing to conversations and taking active part in the activities and workshops, peer review sessions, etc.)*

COURSE POLICIES

Attendance

Attendance and participation are essential to success in courses in the Writing and Communication Program. In this course, you are expected to attend class in person. Of 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. In such situations, please let me know ahead of time.

Students are allowed to miss 3 class sessions with no penalty. Beyond that, absences will affect your Participation grade. If extenuating circumstances arise, please speak to me, and I am happy to accommodate when appropriate.

Participation

Participation is crucial to succeeding in this course. Students are expected to be prepared for each class session, having done any assigned readings and work ahead of each meeting. In-class participation necessitates speaking up and participating in discussions, as well as taking part in all activities and workshops held in class.

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 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 I allow 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 I allow 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. 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 when I do not allow it 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 me 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 and Missing Work

Because writing requires building skills and lots of practice, each assignment is designed to build upon previous work. It is essential that students keep up with work and submit all work in a timely manner. I will accept late work up to 12 hours after the posted deadline with no penalty. You will lose a letter grade for each 24-hour period that an assignment is late after the 12-hour grace period. So, if an assignment which would get a grade of A is submitted at 12:01 PM on September 25th, and the deadline was 11:59 PM on September 24th, it will become a B at the max. I am happy to accept late work if you have spoken to me prior to the deadline about your need, though, or in extenuating circumstances.