

ENGL 1102 Syllabus

Course Information

Course Title: English 1102 (English Composition II)

Sections: D5, G5, HP5

Credits: 3 credits

Semester: Fall 2026

Instructor Information

Instructor: Dr. Mandy Elizabeth Moore

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Core Impacts Statement

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

This class will pursue the below learning objectives through the theme of “authorship ecologies,” which refers to how writing and communication are never undertaken alone or in a vacuum. We are always surrounded by people, technologies, objects, environments, and other organisms that shape our process of authorship, from the bacteria in our gut biomes to the computers, phones, and tablets that we use for our everyday writing. This class will ask you to consider the components of your own authorship ecology and their influence as you develop your communication skills across multiple modes.

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 Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas,	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

information, sources, situations, and texts.	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
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Required Course Materials

- GT Writing and Communication Program's *WOVENtext* Open Educational Resource: woventext.lmc.gatech.edu (free)
- Ball, Cheryl, Jennifer Sheppard, & Kristin Arola, *Writer/Designer* 3rd ed. Accessed through *The Bedford Bookshelf* (\$30, purchased via the [GT Bookstore](#))
- All other required texts and materials will be provided

Grading Policy

In order to focus fully on the learning outcomes related to process, revision, feedback, and rhetorical awareness, this class will utilize a labor-based grading system, meaning that **your grade is determined by how much of the work you complete** (rather than by subjective evaluations of that work). Smaller **Process Assignments** (such as drafts and mockups) are graded on a complete/incomplete basis, while larger **Projects** are graded using a checklist of basic requirements, such as following the prompt, including a certain number of sources, or meeting a certain length. Points will be deducted for missing requirements (see assignment instructions on Canvas) or late submissions (see late policy below). Each project and its related process assignments are together worth a certain percentage of the overall grade, as shown in the following chart. Additionally, **Participation** is worth 35% of the final grade, and it will be assessed using a flexible approach in which there are multiple ways to earn points and demonstrate your engagement by completing various tasks (see participation policy below).

Your final grade will be calculated as a weighted percentage and assigned a letter according to the ranges below. Remember that Georgia Tech does NOT use +/- for final course grades.

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 59 or below

Description of Graded Components

Assignment	Weight	Due Date
Project 0: Diagnostic Video A video of 60-90 seconds introducing yourself and identifying a challenge you may face in this course	5%	Monday, Aug. 31 by 11:59 p.m.
Project 1: Digital Personal Essay An essay of 800-1200 words (including images and other multimedia) making an argument about key components of your personal authorship ecology	15%	Monday, Sept. 28 by 11:59 p.m.
Project 2: Collaboration Experiment Report An open-ended project in which you must communicate a message by working alongside a nonhuman “co-author.” You’ll submit a scientific report on the results and ethical implications of your experiment	15%	Wednesday, Oct. 28 by 11:59 p.m.
Project 3: Short Film A film of 5-7 minutes exploring the life of a nonhuman object through collaboration with peers (group project). We will screen everyone’s films during the last full week of class, and your group will give a brief statement accompanying the film to practice public speaking skills	15%	Monday, Nov. 30 by class time
Final Portfolio A digital portfolio of your work accompanied by a reflective essay on what you learned during the semester; this course’s equivalent of a final exam	15%	Wednesday, Dec. 16 Section D5 by 10:50 a.m. Section G5 by 2:10 p.m. Section HP5 by 5:30 p.m.
Participation Includes daily in-class activities, occasional in-class workshops, and reading journals, along with 10 “flex” points that you can use to replace participation points missed due to absences or missing reading journals (see participation policy below)	35%	Various; see course schedule on Canvas

Course Policies

Attendance

Attendance and participation are essential for success in Writing and Communication Program classes, and **you are expected to attend class in person each day** and be ready to engage with the material. However, there are certain times when you will need to miss class due to illness, family situations, interviews, competitions, and so on. (If you are sick, please **DO NOT** come to class and risk spreading the illness to your peers and instructor.)

Attendance contributes to your grade through your participation score, which includes a 1-point in-class activity for every class period and the occasional 1-point in-class workshop. Missing class means that you miss out on the opportunity to earn the participation points from that day's activity/workshop. There are more participation points available than you need, so you can miss class occasionally without any penalty to your grade by completing "flex" participation tasks (see participation policy below).

If you are absent, check in first with a classmate and then, if needed, with Dr. Moore to find out what you missed. Be sure to carefully read through any materials available listed on the Canvas schedule for that day. Even if you cannot make up a missed activity, you should still take a look at the instructions to ensure you know what content and skills were covered.

Absences do not automatically include extensions; if you need more time on an assignment, you need to ask for that separately or use a freebie (see late & missing work policy below). **Missing more than 8 class periods may result in failure of the class**, as determined by Dr. Moore in consultation with the Director of the Writing and Communication Program.

Make-up Work

Daily in-class activities and workshops **cannot** be made up except for absences due to the excused situations listed in the [GT catalog section on attendance](#), including religious holidays, jury duty, voting in an election, institute-approved events, or emergency situations (with documentation from the Dean of Students' Office). If you need to make up missed in-class activities or workshops for such situations, reach out to Dr. Moore for specific instructions. If you miss a workshop, you are encouraged to take your draft/mockup to Dr. Moore's office hours and/or the Naugle Writing & Communication Center to both get feedback and earn a flex participation point.

Tardiness

Everyone runs late occasionally; however, consistently arriving late to class means disrupting the class and missing out on important announcements and instructions. If you arrive late, please check with me after class or via email to see what you missed. If you know that you will often run late, please communicate that with me at the beginning of the semester. Arriving more than 20 minutes late to class or otherwise missing more than 20 minutes of a class period without prior approval will result in a 0.5 point deduction from your in-class activity participation point for that day.

Participation

This class is not a lecture-based course. We will be using a combination of discussion, hands-on activities, workshops, and in-class writing to achieve our learning outcomes, so **success in this course requires attendance and active participation**. There are 45 points worth of participation activities throughout the semester, which include daily in-class activities, reading journals, and workshops, all worth 1 point each.

To account for absences or busier times during the semester, there are 10 additional participation opportunities, also worth 1 point each, that you can complete so that you don't lose points for missing the occasional class or reading journal. These include low-stake speaking opportunities (x4), coming to office hours (x2), attending a session at the Naugle Writing & Communication Center (x2), sending Dr. Moore a professional introduction email at the beginning of the semester (x1), and finding an article from your own major or personal interests that connects to class content (x1). (See Canvas for more details on each option.) Essentially, these are like built-in extra credit or "flex" participation points that allow you to determine the best way for you to engage with the course.

On Canvas, all 45 regular participation points and all 10 flex points are included under the Participation category, with the lowest 10 scores (including zeroes) dropped. This category is collectively weighted at 35% of your final grade.

It is your responsibility to ensure that you earn enough participation points to obtain the final grade you want to achieve in the class. You can use the provided list of participation opportunities on Canvas to help keep track of how many participation points are still available throughout the semester.

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 tools, such as ChatGPT, DALL-E 2, and others can sometimes present useful opportunities for learning and communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you. Furthermore, many genAI tools are created, trained, deployed, and powered in unethical and harmful ways.

In this course, we will be learning and communicating without the aid of Generative AI (genAI) tools. **Using genAI tools in ANY of the work of the course is not allowed. You may NOT use genAI to brainstorm, conduct research, think through a project, get feedback on your work, generate any content (writing, images, audio, video, etc.) for your work, or complete any other task.** Using genAI tools in the course will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. You **may** use tools that identify grammatical and spelling errors, so long as the tool is not rewriting your sentences for you. If you're unsure about a particular tool, please come talk to Dr. Moore before you use it.

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 and Missing Work

Due dates for assignments will be listed on Canvas. The penalty for submitting after the posted deadline depends on the category of the assignment. Late **Projects** will lose 1 point for each calendar day they are submitted late. Late **Process Assignments** and **Participation** assignments will be marked incomplete (i.e., receive zero points).

Additionally, each student will have 3 “freebies” for the semester. Each freebie can be exchanged for a 48-hour, no-questions-asked extension on any process assignment or project, including the Final Portfolio. Freebies cannot be used on assignments in the participation category (such as reading journals). You can use a freebie by simply filling out the Google form linked on our Canvas home page up to 48 hours after the original deadline for the assignment.

Note that freebies cannot be stacked; only one freebie per assignment is allowed. For group assignments, everyone in the group must agree to use up one of their freebies. Using a freebie on one assignment does not push back deadlines for any other assignments, such as the next process assignment for a particular project. Using a freebie may also mean that you miss out on the opportunity to get peer feedback during a workshop (although you can still earn points for the workshop by giving feedback to others if you are present in class that day).

If you run out of freebies or need more than 48 hours due to an extenuating circumstance, you will need to ask for an extension. Such extensions are **granted at the instructor's discretion and only if you ask in advance of the due date** (barring emergency situations). You will need to email Dr. Moore with documentation for why you need an additional or longer extension, keeping in mind her email availability listed on Canvas.