

ENGL 1101 SYLLABUS

COURSE INFORMATION

Course Title English 1101 – English Composition I

Section(s) G3 and K1

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Jessica Estep

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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: The Stories We Tell (about) Ourselves

This course examines how the stories we tell—about ourselves, our experiences, and our surroundings—shape how we interpret and respond to the world. Focusing on your time at Georgia Tech, you will analyze how personal narratives influence perception, judgment, and communication in academic, professional, and everyday contexts. Using your own experiences as a starting point, you will practice observing, questioning, and analyzing the environments you move through, particularly within Atlanta and your Georgia Tech communities. The course emphasizes evidence-based reasoning, careful reading, and clear communication, preparing you to construct well-supported arguments and adapt your writing to different audiences and purposes.

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 Develop an understanding of the ways in which rhetorical concepts can be transferred to multimodal artifacts
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	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, 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

The Everyday Writer, which should be purchased through Perusall (You can get a code through the Georgia Tech bookstore or go directly to Perusall)

The *WOVENText* Open Educational Resource (OER): freely available at lmc.gatech.edu

GRADING POLICY

Revision is a key part of good writing—and this course is built to give you multiple chances to improve your work. I genuinely want you to improve and do well in this class. We'll use a Specifications Grading system, which means most graded assignments (except Perusall assignments, participation, and the Final Portfolio--see below) will earn one of three marks:

Satisfactory (full credit) – Meets the assignment goals and basic criteria. Think of this as “good work” (around a B), not necessarily perfect.

Revise (half credit) – Meets some goals but needs improvement. If an assignment earns a “Revise,” you'll receive feedback explaining what to change. You may revise once within two weeks of receiving feedback to have it re-graded and earn a Satisfactory--and you must email me to let me know you've completed a revision. With your revision, you must also submit a link to a 2- or 3-minute video explaining what you revised, why, and why the assignment should now earn a Satisfactory.

Incomplete (no credit) – Unsatisfactory. Missing major parts, far from meeting criteria, or submitted too late. Incomplete assignments cannot be revised; this grade is final.

Perusall assignments, participation, and the Final Portfolio will be graded on an A to F scale because there is no time for revision of these assignments. The final course grade will also be calculated on an A-F scale. The A to F scale means 0-59% is an F; 60-69% is a D; 70-79% is a C; 80-89% is a B; and 90-100% is an A.

DESCRIPTION OF GRADED COMPONENTS

Project 1: 20% (4% for planning, 4% for the draft, 12% for the final), due September 22

In this “experiment,” you will write a 1,000-word photo reflective essay in which you will intentionally change one aspect of your daily life for one week, document that experience through journaling and photography, and then analyze the impact of that change in a final photo essay.

Project 2: 20% (4% for planning, 4% for the draft, 12% for the final), due October 20

For Project 2, there are 2 parts. In part 1, you will write a 750-word Biography of yourself, using research from an interview; you will choose how and whether to use AI to help you write and revise your biography. In part 2, you will write a 750-word AI Reflection Essay, including secondary sources, to explain your choice to avoid or incorporate AI in your writing and explain how and why you made those decisions, using supplied secondary sources as supporting evidence. You should not use AI to help you write the AI Reflection Essay.

Project 3: 20% (4% for planning, 4% for the draft, 12% for the final presentation), due November 15 (slides) and November 16 (presentation)

Your group will research, create, and deliver a presentation for 6th or 8th graders at Centennial Academy that explains how they can one day become successful students at Georgia Tech. Using substantial primary and secondary research, you will create slides and explain what these middle schoolers need to do to set themselves on the path to Georgia Tech, whether as athletes, computer scientists, engineers, creators, or leaders, etc., and you will present your ideas to them as a live audience. See more information under the “Field Trip and Off-campus Learning Experience: Centennial Academy” header below.

Participation 10%

Your active, engaged participation is crucial to the class. Please see the course policy on participation for how it is graded.

Perusall assignments: 10% (12 possible assignments, only 10 count for 1% each), due weekly

You will complete all weekly assigned readings and videos through Perusall, and you will earn full credit or no credit for each Perusall assignment.

Final Portfolio (program requirement): 16% (4% for the draft, 12% for the final), due in final exam period

You will create a reflective portfolio of your work this semester.

Project 0 (program requirement): 4%, due August 30

You will write a letter to your professor introducing yourself.

Field Trip and Off-campus Learning Experience: Centennial Academy

As part of Project 3, students in English 1101 will participate in two off-campus visits to Centennial Academy on October 26 and November 16 to meet with and present to 6th and 8th-grade students. These field trips align roughly with regular class hours: from 12:42 PM – 1:47 PM for the 12:30 PM section, and 1:49 PM – 2:54 PM for the 2:00 PM section (duration: ~65 minutes per session). For the 2pm section, I will request institute-approved absences for the earlier meeting time for the field trip.

Students are responsible for arranging their own transportation to and from Centennial Academy. The school is located 0.3 miles from our classroom. There are no additional financial costs associated with these visits. Activities take place in standard K–8 classroom environments. Participation involves light walking, standing, navigating school facilities, and active oral engagement/presentation with middle-school students.

As with any off-campus activity, participation involves general inherent risks related to travel and off-campus environments (e.g., pedestrian/vehicular transit, ambient noise, navigating public spaces). In the event of an emergency during an off-campus trip, remain calm, follow the direct instructions of the course instructor and Centennial Academy staff, and call 911 (or local campus security) if immediate medical or emergency assistance is needed. Any additional field trip opportunities that arise later in the term will be brought to the class for discussion as early as possible.

Students who anticipate needing physical, sensory, or logistical accommodations related to field trips are strongly encouraged to contact Disability Services early in the semester. Accommodation decisions are made on an individual, case-by-case basis in collaboration with Disability Services; no assumptions will be made regarding a student's ability or inability to participate based on disability status.

COURSE POLICIES

Attendance

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, 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. 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).

Your instructor can communicate with you about how to access materials or make up work you may have missed during your absence or suggest ways to participate in class remotely and/or asynchronously. Students may miss a total of four (4) classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

If you are asleep at any point in class, you will be marked absent. If you are more than 15 minutes late to class, leave class for more than 15 minutes at any point, or leave class 15 or more minutes early, you will be marked absent. If you sleep during class, you will be marked absent.

Participation

To earn full participation credit, you should arrive on time and stay for the full duration of the class, and you should always be engaged, prepared, and respectful. You should

bring your laptop, notebook/journal, and pen to class every day. I want to hear your ideas—and so do your classmates. You should speak up in a full class discussion a minimum of once a week, actively discuss class topics with your classmates during group activities or workshops, actively write for the entire class time allotted for writing, ask questions over email or in person (particularly in office hours), and show up prepared by referring to readings or assignments and having your materials out. You should never have out or use cell phones, headphones, or laptops for activities other than our classwork or discuss non-course-related topics. You should certainly never make fun of other students' writing or speaking.

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, think, 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.

Using generative AI tools at times not allowed by the instructor 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 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

Technology Policy

Technology use in-class should be related to what we are doing in class. Put your phone in your bag unless I ask you to have it out. If you are expecting a call, let me know before class and then go outside to answer it. Do not engage with social media, AI tools, headphones, chat, email, work for other classes, or other online activity unless I specifically request that you do so as part of our in-class work. If you use technology inappropriately in class, I may ask you to leave so as not to distract others; using technology in class inappropriately will negatively impact your participation grade.

Late and Missing Work

You can take up to three late passes on any assignment due to Canvas (except Perusall assignments, Project 3, and the Final Portfolio) if you email me before the assignment is due and let me know you need to use a late pass. You may take three extra days to complete the assignment, with no grade penalty. You can stack the late passes on top of each other—e.g., take two late passes for a total of six days of extra time—provided you let me know you will take the second late pass before the first one expires. Any assignment submitted late without requesting a late pass—or beyond the three late passes—will earn an “Incomplete” (or no credit) and cannot be revised. If you request a late pass after a deadline has passed, I may give you the option to use up two of your late passes for the semester for that one late submission.

Submitting a late draft—and therefore becoming ineligible to participate in the corresponding peer review in class—may negatively impact your participation grade, unless you make up the peer review assignment by discussing another option with me.

If you are ill or have an emergency on the Project 3 due date or presentation date, please document the absence with the Dean of Students and email me, and we will come up with a solution together. Otherwise, failing to submit the slides on time and/or attend the presentation date at Centennial Academy will lead to no credit on the assignment.

You cannot submit the Final Portfolio late, and you cannot submit revisions late. I cannot accept any assignments after the final exam date in our class. All assignments submitted after this date will earn no credit.

If you have an ongoing issue (such as an illness or family emergency) that may keep you from submitting assignments on time beyond the three late passes, please communicate with me. You do not need to give me personal information, but you can let me know there are extenuating circumstances, and if feasible, we can work together to

try to design a specific schedule for assignment submission that allows you to be successful in the course. I can also help you connect with the Dean of Students.

Assignment Revision Policy

If you earn half credit—or a “Revise”—on most assignments you submitted, you can revise and resubmit most assignments within two weeks of the assignment grade being posted. With your revision, you must also submit a link to a 2-minute video explaining what you revised, why, and why the assignment should now earn a Satisfactory. You must email me to let me know you've completed a revision. You cannot revise an assignment that earns an “Incomplete.”

If the assignment is a group presentation, we will need to discuss how best you can revise the assignment. You cannot revise the Final Portfolio, your Participation grade, or Perusall assignments.

If you earn a grade on an assignment that you feel does not adequately reflect the quality of the work you submitted, you may appeal the grade by writing an email to me within a week of the grade being posted in which you explain how the work was graded based on the criteria or the rubric; how you believe it should have been graded based on the criteria or the rubric, using specific evidence to support your claims; and a request that I revisit and review the grade given. I will respond to grade appeals that follow this process, and I will refer students who appeal grades in other ways to follow this process.