

Course Information

Course Title: English 1101 – English Composition

Section(s): J1, L1, N2

Credits: 3

Semester and Academic Year: Fall 2026

Instructor Information

Instructor: Dr. Conner Moore

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Course Description

This course provides opportunities for you to become a more effective communicator as you refine your thinking, writing, speaking, designing, collaborating, and reflecting. As part of the WOVEN (written, oral, visual, electronic, and nonverbal communication) curriculum, ENGL 1101 emphasizes developing your strategic processes in written communication, including issues of rhetoric, argumentation, critical thinking, process, and writing genres.

Course Theme

This section of the course is interested in writing about animals, in particular. You will learn from the ways in which others are writing about animals in a variety of genres, and you will develop several projects in which you reflect on human-animal relations—at both individual and societal levels—in order to strengthen your abilities as a communicator.

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

Learning Outcomes for ENGL 1101

These learning outcomes are adapted from the Council of Writing Program Administrators (WPA) [Outcomes Statement for First-Year Composition \(3.0\)](#).

Category	Outcomes
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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.	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

Required Texts and Resources

Required Textbooks

1. *The Everyday Writer*, included with *The Bedford Bookshelf*. Access codes for *The Bedford Bookshelf* are available at the GT Barnes and Noble bookstore. You can also purchase and access the textbook directly through Macmillan Publishing.
2. The *WOVENText* Open Educational Resource (OER): freely available at woventext.lmc.gatech.edu

Other required texts, websites, videos, and other resources will be posted to Canvas.

Required Technology

Grade Breakdown

Project 0: Common First Week Letter 5%

This common first-week assignment asks you to write a 400-word letter that introduces yourself to Dr. Moore, tells me a story about your history with writing, and reflects upon what that experience taught you about effective communication.

Project 1: Personal Narrative 20%

For this project, you will construct a 1250-word personal narrative around one meaningful encounter with an animal that you have experienced at some point in your life.

Project 2: Argumentative Essay 20%

Drawing from credible sources and critically analyzing an issue relating to animals, you will seek to convince your audience of a position on that issue through the effective use of rhetoric in this 1250-word argumentative essay.

Project 3: Multimodal Collaboration Project 20%

Rather than an individually authored essay, you will work in pairs or trios to develop a multimodal project that pertains to animals in some capacity, be it primarily artistic, argumentative, or informative in intent.

Final Portfolio: 15%

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. Portfolio guidelines available here: [ENGL 1101 Portfolio Instructions – WCP Portfolio Instructions](#)

Participation (in-class activities, small writing assignments, being engaged): 20%

This category includes not only homework and in-class activities that are graded complete/incomplete but a participation grade that will qualitatively evaluate your contributions and engagements throughout the course. Bear in mind that participation can take various forms in addition to speaking up in class consistently, although this is also expected. You should also participate by being prepared for each class, listening attentively to the instructor or your classmates, collaborating in group work, and avoiding distractions like unsanctioned phone or laptop usage. In addition to participating during class, you are also encouraged to make the most out of the office hours that are available to help you with any questions or issues you may have.

Grading Scale

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.

While the final projects will be graded on quality, other assignments will often be graded only on completion. Think of the smaller assignments as practice, whereas the major projects are what ultimately counts.

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.

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 for T/Th or M/W classes or six (6) for M/W/F classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

Late Work

While developing effective time management skills is a crucial part of adjusting to higher education, there may be circumstances in which you simply are not able to get your work submitted on time. It is incumbent upon you, in these instances, to email a request for an extension at least 24 hours before the deadline of a final draft of any of the major projects (except for the Final Portfolio, which is ineligible for extension, as are rough drafts and other assignments). You will have up to 7 days of extension time, which can be used in part or whole for any of the four eligible final project submissions. You need to request this extension time for it to count, and you need to be clear how much of the 7 allotted days you are using at the time of the initial request. For final drafts that are late without an extension, the grade for the assignment will be reduced by 5% for each full day past the deadline, up to 7 days, at which point it will receive a 0.

For all other submitted assignments, they can be submitted within 48 hours of their deadline for half credit.

To receive partial credit for missing a peer feedback session (which includes being in class physically but not having a draft ready), you must schedule an appointment for the Naugle Writing and Communication Center and submit evidence that you attended this appointment within a week of the rough draft's deadline. [Make an Appointment | Naugle Writing and Communication Center](#)

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.

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.

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.

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.

Accessibility

Georgia Tech is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor.

Students with disabilities, whether physical, learning, or psychological, who believe that they need accommodations, are encouraged to contact the Office of Disability Services as soon as possible to ensure accommodations are implemented promptly. Students must provide documentation of their disability to ODS by uploading the forms into the AIM portal.

- Visit: Smithgall Student Services Building (Flag Building), Suite 221 on 353 Ferst Drive
- Email: dsinfo@gatech.edu
- Phone: 404-894-2563 (V); 404-894-1664 (TDD); 404-894-5429 (fax)
- Website: disabilityservices.gatech.edu

Campus Resources

The following resources are available to all Georgia Tech students. Remember that help is available.

- Mental Health and Wellbeing site: <https://studentlife.gatech.edu/services/mental-health-well-being>
- Center for Mental Health Care and Resources (walk-in mental health services/resources): <https://mentalhealth.gatech.edu>
- Sexual Assault: <https://wellnesscenter.gatech.edu/voice>
- Suicide Prevention: <https://mentalhealth.gatech.edu/general/end-suicide-initiative>
- STAR—Students' Temporary Assistance and Resources (help with food, shelter, clothing, and other necessary resources): <https://studentlife.gatech.edu/content/star-services>