



ENGL 1101: English Composition I

Writing with the GT Archives

Fall 2026

Sections:

- ENGL 1101-P5

Instructor Information:

Instructor: Dr. Hannah Skjellum-Salmon (they/them)

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. In this section of the course, we will be engaging with Georgia Tech archival materials to explore how learning about the past can expand our present writing skills. You'll use WOVEN methods to create projects about archival materials that will expand your skills in communicating across a variety of genres and media.

Course Policies:Non-Discrimination and Inclusion

The Ivan Allen College of Liberal Arts, the School of Literature, Media, and Communication, and the Writing and Communication Program support the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Alternative viewpoints are welcome in this class; however, statements that are deemed racist, sexist, homophobic, transphobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated.

AI Policy:

The study of and engagement with archives is all about diving into historical and social research, much of which is niche or reliant on making connections between different kinds of histories; a lot of materials are not digitized due to financial and person-power constrictions. Thus, AI agents cannot help with our class.

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, we will be learning and communicating without the aid of generative AI tools. Using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is not allowed. Using generative AI tools in the course will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Attendance Policy

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. If you miss more than 3 consecutive class periods, the instructor will reach out to discuss how your absences will negatively affect your class participation grade as well as the strength of your class assignments.

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 your instructor know ahead of time. 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.

If you think you may miss so many classes that it might affect your performance, please discuss alternative ways of engaging with your instructor. You may also need to make up any work that you missed, in accordance with your instructor's late work policy. Due to the nature of discussion- and workshop-based writing courses, some work may not be able to be made up. Please communicate with Dr. Hannah regarding making up work and setting timelines to make up assignments missed during your absence(s).

Textbooks

ENGL 1101 has two required textbooks.

1. Georgia Tech Writing and Communication Program, *WOVENtext* Open Educational Resource: woventext.lmc.gatech.edu
2. Lunsford, Andrea. *The Everyday Writer*. Accessed through *The Bedford Bookshelf*.

Instructors are also welcome to require additional books or resources beyond these two required books.

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

Learning Outcomes for ENGL 1101

Category	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	Explore and use with purpose key rhetorical concepts through analyzing and composing a variety of written texts. These concepts include: •Rhetorical situation: purpose, audience,

appropriateness.	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
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Assignments and Grading

1. Letter to Dr. Skjellum-Salmon (400-500 words)--5%
2. Project 1--Archival Discovery Essay (500-750 words) (individual project)--15%
 - a. Project 1 Check-In (250-300 words)--3%
 - b. Project 1 Draft--2%
 - i. Turn in your current draft for Project 1. It can be a bare bones outline, an abstract of your current essay, or as much of the essay that you have written. This is a completion-based draft, not substantive
3. Project 2--Making Archival Connections Essay (1000-1250 words)--15%
 - a. Project 2 Check-In (300-350 words)--3%
 - b. Project 2 Draft--2%

4. Project 3 Archive Curation Exhibit (1000-1500 words)--20%
 - a. Group Project Contract--1%
 - b. Project 3 Check-In (3-4 minute group presentation)--5%
 - c. Project 3 Draft--5%
5. Final Portfolio (1600-1900 words)--15%
 - a. In order to demonstrate that you have met the goals of the course, you will compile a portfolio of your best work using the Canvas portfolio application. Your portfolio is a collection of five individual pages that you will create (one for the reflective essay and one for each artifact). Your audiences will be interested in both the quality of the selected artifacts and the quality of your reflections as they consider your portfolio. They are also interested in the process documents (blogs, memos, drafts, feedback, brainstorm, etc.) that you provide in support of your artifacts and reflections.
 - b. Your portfolio must include the following pages:
 - i. Reflective Introduction to the Portfolio: A page for a 1,000-1,300 word essay that introduces your portfolio and strategically employs multimodal elements to demonstrate to your audience how your communication habits have evolved.
 - ii. Artifact 0: A page for your ENGL 1101 Common First-Week Assignment, which you produced during the first week of class, along with a reflection answering the directed reflection questions about the artifact. These questions can be found near the bottom of the page.
 - iii. Artifacts 1-3: A page for each of three additional artifacts that together best reflect your work and development in the course, along with an introductory paragraph and short written reflections (150-200 words) answering the directed reflection questions for each artifact. These artifacts must be chosen to highlight your development in all WOVEN modes.
6. Participation-15%
 - a. Class participation doesn't look like having all the answers—it includes asking questions (verbally or via chat features), engaging in small and large group discussion, and being mentally present in class. You will be expected to work with your writing groups and provide feedback to them during peer review activities and peer review class time.

Grading policy

All assignments will include a rubric that I will provide and discuss with the class in advance of any due dates. I also encourage you to advocate for yourself if you believe I have not graded your work fairly.

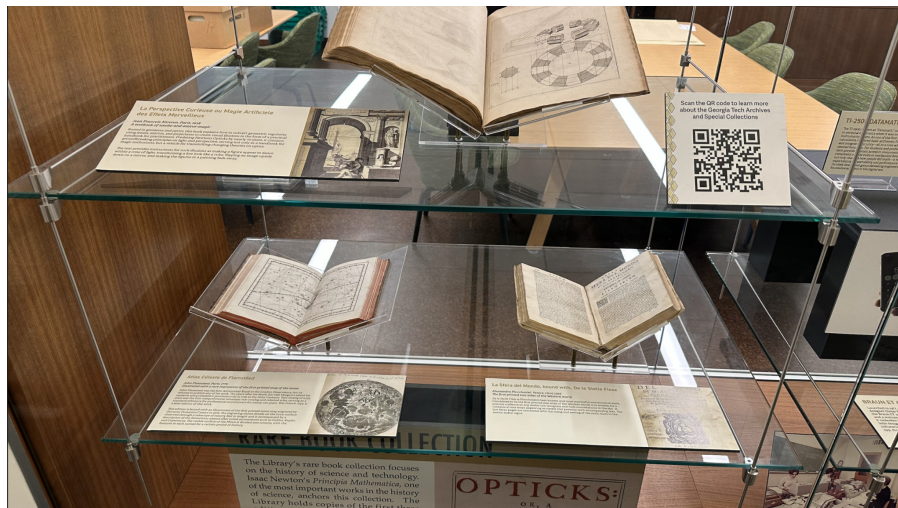
I love extensions. No, really. If you need an extension for an assignment, don't hesitate to email me or ask before and/or after class. When you take an extension, we will make a general agreement about your plan to finish the assignment and when you will turn it in. It is your responsibility to keep on the timeline that we discuss and to communicate if other difficulties come up.

I will accept late work with a 1 point deduction. Any work received between 11:59 pm and 1 am of the due date is not late; anything after 1 am is late. Again, please communicate with me if you need an extension or are having trouble turning in assignments.

Grade scale:

Note: Georgia Tech does not use +/- for course grades, but on assignments and in Canvas, I may assign grades on your work using the +/- system. Use the table below to determine their equivalents. All letter grades are rounded to the nearest whole number.

- A=100-90
- B=89-80
- C=79-70
- D=69-70
- F=59-0



University Policies and Resources

Dean of Students and Center for Mental Health Care and Services

Attending college can be a stressful time; don't hesitate to ask for help if you're feeling overly anxious, stressed, or depressed. Georgia Tech has two main ways to seek support: through the Office of the Dean of Students and through the Center for Mental

Health Care and Services. Both units work closely together to support Georgia Tech students. You can seek support by using the contact information below—whether or not you are currently on campus.

Office of the Dean of Students

<http://studentlife.gatech.edu>

Charles A. Smithgall Jr Student Services Building (also known as the Flag Building),
Suite 210
(404) 894-6367

Center for Mental Health Care and Services

<https://mentalhealth.gatech.edu/>

Charles A. Smithgall Jr Student Services Building (also known as the Flag Building),
Suite 328
404-894-2575 (including 24-hour, seven-day-a-week access to a counselor on call).

Statement Regarding Insecurity

When students face insecurity regarding food, shelter, clothing, or other necessary resources, it can be difficult to learn. It's important to know that you are not alone in dealing with these issues. Georgia Tech offers support for students through the Students' Temporary Assistance and Resources office located within the Division of Student Life. These resources include a food pantry, campus closet, temporary housing options, and emergency funding.

- Hall Building Food Pantry
 - Students facing food insecurity can find food in Darcy's Pantry, located on the upper level of the Stephen C. Hall Building (215 Bobby Dodd Way). The pantry is named in memory of Dr. Darcy Mullen, a scholar of food security and activist for student welfare.

Safety

Classroom and campus safety are of paramount importance at Georgia Tech. Safety is the shared responsibility of all of us throughout the entire campus. The Writing and Communication Program urges faculty and students to follow the ALERT, ASSESS, ACT protocol for all types of emergencies and the RUN, HIDE, FIGHT response for active shooter incidents.

Remain ALERT through direct observation and emergency notifications.
ASSESS your specific situation (e.g., threats, people, location, conditions).
ACT in the most appropriate way to ensure your own safety and the safety of others if you are able.

Please view the FBI's RUN, HIDE, FIGHT response for active shooter incidents:
<https://youtu.be/5VcSwejU2D0>.

Please make sure you are familiar with GTENS (Georgia Tech's Emergency Notification System), which allows you to receive time-sensitive emergency messages in e-mail, voice mail, and text messages, as well as the LiveSafe app, a comprehensive safety app that enables you to call or text GTPD quickly on your mobile phone. Please review and act on these five safety practices:

GTENS Notification: Review the Georgia Tech Emergency Preparedness notification information and register (if you haven't already) through the link at <https://passport.gatech.edu>.

LiveSafe: Use this link to download the LiveSafe app to your smartphone (if you haven't already): <https://livesafe.gatech.edu>

GT Police: Make sure the Georgia Tech Police Department number is in your Smartphone: (404) 894-2500. Call this number for any on-campus emergency.

9-1-1: In an emergency, you can always dial 9-1-1. If you call 9-1-1 from your cell phone, the call will be directed to the City of Atlanta Dispatch Center. Immediately tell the dispatcher that you are calling from Georgia Tech, and your call will be transferred to the Georgia Tech Police Department Operations Center.

Classes for Safety and Emergency Preparedness: Classes in crime prevention techniques, self-defense, property protection, and emergency preparedness, as well as additional resources, are available through the GTPD website: police.gatech.edu

Student Support 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>

Naugle Writing and Communication Center

The Naugle Writing and Communication Center (NWCC) is located in Clough Commons, Suite 447 and is Georgia Tech's tutoring center dedicated to supporting all students—no matter their major—in developing their communication skills in writing

and public speaking. The NWCC's tutors can help with projects ranging from assignments for English 1101 and 1102 to graduate school application essays, from lab reports to presentations, from podcasts to poster designs, and from grant proposals to job cover letters and resumes. Students don't even have to have a draft started—they are more than welcome to come in for a brainstorming and planning session to get started.

The NWCC offers appointments with their undergraduate and faculty tutors in person in Clough 447 and by video, as well as written feedback only appointments. The NWCC is open for in-person and online appointments MTWRF 9:00am-5:00pm, and for video and written feedback appointments MTWR 5:00pm-8:00pm.

For more information or to make an appointment, please visit the NWCC's website at <http://communicationcenter.gatech.edu>. If you have any questions or want assistance making an appointment, please email us at wcc@gatech.edu.

Accommodations

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

Academic Misconduct

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

Honor Code — <https://osi.gatech.edu/students/honor-code>

Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>

Student Intellectual Property

Students hold copyright to works produced in their classes, including papers, projects, and other work (see US Copyright Law, 17 USC, Sec. 106). The Family Educational Rights and Privacy Act (FERPA) likewise prohibits an institution (or its faculty or staff) from distributing student work without prior written consent.

Your instructor may request permission to use work you produce in the class for a number of reasons, including to use as a sample in class, as an example of their teaching in their teaching portfolio, or in academic presentations. In these cases, you have the choice whether or not to give permission and (if you give permission) whether or not to have your name used in connection with that work.