

ENGL 1101

COURSE INFORMATION

Course Title English 1101 – Writing Nature in the City

Section(s) C2, G2, K4

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Dr. Kristyn Woytkewicz

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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

In this section of ENGL 1101, you'll investigate nature, particularly urban nature, as you employ writing and other WOVEN modes to create projects in a range of writing-focused genres. Throughout the semester, we will explore what it means to write about nature and science; through reading, writing, and other forms of WOVEN communication, we will explore how we interact with the natural world every day in urban spaces like Atlanta.

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

REQUIRED COURSE MATERIALS

1. *The Everyday Writer*, included with The Bedford Bookshelf.
 - a. 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 <https://woventext.lmc.gatech.edu/>

3. *The Best American Nature and Science Writing 2025* edited by Susan Orlean and Jaime Green. Available at the GT Barnes and Noble Bookstore and most booksellers as well as online.
4. Other readings posted to Canvas

Required Technology

1. A laptop (required for all Georgia Tech students). Bring your laptop to class every day
2. Access to a word processing program such as Microsoft Word or Google Docs
 - a. Use of Microsoft Word is highly recommended. Word is the software that I will use throughout the semester to demonstrate certain tools or formatting settings. If you use a software other than Word, you are responsible for learning how to apply the required formatting, either by meeting with me during office hours or your own research.
3. Access to the internet and your Georgia Tech email

GRADING POLICY

This course employs a combination of Contract (or Labor-Based) Grading and Specifications (Specs) Grading. This means that individual assignments will not receive a numerical or percentile score but will be assessed according to a set of specifications. Small process work assignments will be graded as Complete/Incomplete. Major projects and larger process work assignments (such as proposals) will be graded according to distinct Specifications Rubrics. Each assignment's grading scheme will be posted to Canvas. Each Specifications rubric will have three scales.

Satisfactory (Meets Specifications)	Revise (Approaching Specifications)	Incomplete
Complete and clear. The artifact meets all rubric expectations. "Satisfactory" is strong, clear communication, but it is not perfect. Think "B" quality work or better.	Complete but needs improvement. The artifact does not meet all rubric expectations and may have consistent errors which inhibit understanding. Think "C" to "D" quality work. You may revise one assignment one time within 2 weeks of grades being posted.	Incomplete work. The artifact may be missing components, may have all components but be significantly under word count, may have been turned in after the late policy, or may be missing. Incompletes cannot be revised and receive no credit.

As you can see on the chart, "Meeting Specifications" is roughly equivalent to B quality work.

To achieve a B in this course, you must do the following:

1. Attend class according to the attendance policy
2. Submit all work on time, unless you utilize an extension according to the late work and extension policy
3. Participate fully in class according to the participation policy
4. Be a collaborative member of our writing community, both in peer review and in collaborative projects
5. Visit Office Hours at least once during the semester
6. Earn “Meets Specifications” on all projects and major process work assignments, either from initial submission or revision
7. Earn a “Complete” or “Meets Specifications” on 14/17 (82%) Process Work Assignments

To achieve an A in this course, you must complete all the activities above and do the following additional activities:

1. Substantially revise one major project that has received a “Meets Specifications” by Tuesday, November 24th at 11:59PM. Submit this as the Final version of this artifact for your End of Semester Portfolio, with your original rough and final draft as process work artifacts
2. AND complete one of the following
 - a. Complete reading journal entries for the entirety of *The Best American Science and Nature Writing* by 11:59 PM, Friday, November 20th
 - b. Give a Five-minute presentation to the class on either writing mechanics or revision strategies (from Chapters 32-52 of *The Everyday Writer*); you must *sign up* to present by 11:59 PM, Friday, September 11th
 - c. Adopt a sustainability or nature related habit or activity for 2 weeks and submit a roughly 2-minute video reflection or 500-word blog post by 11:59PM, Friday, November 20th

DESCRIPTION OF GRADED COMPONENTS

Full prompts and rubrics posted to Canvas

Project 0: Common First Week Letter (5%) due Tuesday, Sept 1

Project Summary

For Project 0 (Common First Week Letter), you will compose a 400-500 word letter to introduce yourself to me, tell a story about your history with writing, and reflect upon what that experience taught you about effective communication.

Project Components (Process Work Assignments)

1. Reflection Letter

Project 1: Reading Journal and Genre Analysis (20%) due Tuesday, Sept 29

Project Summary

In the first few weeks of the semester, we will read essays collected in *The Best American Nature and Science Writing 2025*. As you read the assigned essays, you will compile a reading journal. Your journal will consist of 10 entries, eight of the readings will be assigned to you (picked by me); the other two readings will be picked by you.

The second portion of this project is a genre analysis of nature writing. In 750-1000 words, you will provide a summative essay evaluating nature writing as a genre and the strengths and weaknesses of the collection.

Project Components (Process Work Assignments)

1. Journal Check 1
2. Journal Check 2
3. Rough Draft
4. Peer Review Workshop
5. Reflection Letter

Project 2: Nature Writing Essay (20%) due Tuesday, Oct 27

Project Summary

For your second major project, you will test out the skills you developed while reading and evaluating nature writing. You will write a 1500-word essay following (and, if you choose, breaking) the conventions of nature writing. As you will discover from examining the genre, your essay could take a variety of approaches. You might argue the need for a particular conservation. You might reflect on animal and human relationships. You might explore the history of a nature-oriented activity. The form of the essay itself is up to you! Your essay should incorporate 3 credible sources, at least 1 of which must be scholarly.

Project Components (Process Work Assignments)

1. Source Breakdown Worksheet
2. Proposal with Annotated Bibliography
3. Rough Draft
4. Peer Review Activity
5. Reflection Letter

Project 3: Engaging with Atlanta's Nature Collaborative Video Essay (20%) due Tuesday, Dec 1

Project Summary

For this project, you will work collaboratively with a group of your peers to create a video guide about a way for Georgia Tech students to be more mindful of and/or engage with nature while in Atlanta. This may include, for instance, a how-to video on composting, an expose on a conservationist project in the area, or a mini-documentary on a nearby green space. Your video should be 5-6 minutes long and should incorporate at least 4 sources, 2 of which must be scholarly.

Project Components (Process Work Assignments)

1. Proposal with Bibliography and Team Plan
2. Storyboard and Rough Script
3. Peer Review Activity
4. Reflection Letter

Project 4: End-of-Semester Portfolio (20%) due at Final Exam Period

Project Summary

For the culminating assignment in English 1101, you will finalize and submit a multimodal reflective portfolio in lieu of a final exam. This portfolio will highlight how you see yourself in your current writing process, allow you to practice multimodal composition, and get you thinking about ways you'll transfer your learning to other contexts—such as ENGL 1102 and other courses. Your portfolio will offer an argument for your growth as a communicator over the course. In determining how you have grown as a communicator, you will consider the course goals and student learning outcomes for your course. As part of this argument, you will:

- select evidence to analyze from the body of work you have produced in the course
- provide a context for this evidence
- use the evidence as tools to support and clarify your argument and detail how you see your development moving forward.

Project Components (Process Work Assignments)

1. Reflection Essay Rough Draft
2. Peer Review Activity

In-Class Participation (15%)

This is a discussion-based course in which we are all a community of learners. Participation includes coming to class with all materials (including your book), remaining

attentive to other speakers (including your professor and peers), and contributing to both small group and large group activities and discussions. See the “Participation Policy” for a full list of expectations.

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).

If you miss class, you must email me within 24 hours to inquire about making up any missed in-class work. Course materials (such as presentation slides) are posted to Canvas. It is your responsibility to keep up with these materials and to get notes from your peers. Except for extreme circumstances, I do not allow remote or asynchronous participation. 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. After four absences, your final grade will be automatically reduced to the letter grade outlined in the chart below

Absences Allowed per Letter Grade	
A	0-4
B	5-6
C	7-8
F	9+

Participation

In this course, we are all part of a writing community. That means to succeed in this course, we all have to be active members of that community. Throughout the semester, you will find that your learning is based not only on your effective participation but also the participation of your community members as we engage in group activities such as

brainstorming and peer review. The following list comprises what is considered “B” level participation for our community:

1. Coming to class on time
2. Being prepared with the required materials for the day, including access to the required readings, completed process work assignments or other participation-based homework assignments, a charged laptop, and a way to take notes
3. Keeping your phone away and headphones out of your ears during lectures and group activities
4. Using your laptop to take notes (if you choose to use a laptop), not to shop, play video games, watch sporting events, etc.
5. Engaging with class lectures, this may include verbally asking questions/giving comments, clearly listening, and taking notes
6. Interacting with your instructor and peers during class discussions. I know that talking in class can be intimidating but try your best!
7. Completing (or at minimum working during the entirety of provided time) on in-class communication assignments, including individual and group activities such as free writes, think-pair-pairs, and group worksheets
8. Providing substantive feedback during peer review according to our discussed community guidelines
9. Using provided in-class work time to work on this class not homework for other classes

TLDR: be engaged, prepared, focused, and respectful of your instructor and your peers!

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 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

Late Work

Assignment deadlines exist to keep you on pace and to guide the writing process. Some assignments must be completed by their deadline in order for you to participate in class that day. These assignments are marked as “Required for Class” on Canvas and will not be accepted past the deadline.

For all other assignments and projects, you may request two (2) automatic 24-hour extensions during the semester by completing the “Extension Request” form on Canvas no later than 5PM the day before the assignment is due. These two extensions will be automatically approved, even if you do not hear from me before the deadline.

All other extensions (extensions beyond 24 hours or in addition to your automatic extensions) must be approved by me. For these extensions, you must email me no later than 24 hours before the assignment is due. These extensions are not automatic or guaranteed. Late work without approved extensions will not be accepted or graded.

Missing Work

Process work assignments and projects will be marked missing 48 hours past their deadline.

For a project to receive “Meets Specifications” you must submit all process work, even if that work is late or marked Incomplete. If a project has a process work assignment “Missing” the maximum assessment that project can receive is “Approaching Specifications,” even if the project itself meets specifications on a technical level.

Missing/Make-Up In-Class Work

Missed in-class work, such as reflection letters, may be made up with my approval. You must email me with 24 hours of missing class to inquire about making the work up. After

24 hours without communication, missed in-class work is automatically marked as Missing.

Missed peer review feedback can be completed by either 1) Visiting the Naugle Writing and Communication Center for feedback on your draft, 2) Visiting Office Hours for feedback on your draft, or 3) Completing the peer review feedback form with a peer outside of class. You must email me within 24 hours of missing a peer review session to inform me which of these options (if any) you are choosing to complete. A visit to Office Hours to replace peer review feedback **does not** fulfill the required visits in the grading policy.

Assignment Revision

You may revise major projects for 2 reasons:

1. You received a "Revise/Approaching Expectations" and wish to revise to "Meets Specifications" to earn a B in this course
2. You received a "Meets Specifications" but wish to revise to "Exceeds Expectations" to earn an A in this course.

Revisions for a "Revise/Approaching Expectations" project must be completed within 2 weeks of receiving feedback on your project.

Revisions to raise a "Meets Specifications" project to an "Exceeds Expectations" project are due by Tuesday, November 24th. You must let me know by Tuesday, November 17th if you plan to revise a project.

Revisions do not guarantee a higher assessment of a project. Your revisions must be substantial and meet rubric expectations to receive a higher assessment.

You may only revise a major assignment one time.