COURSE INFORMATION

Course Title: English 1101 – English Composition I
Section(s): B1, B2
Credits: 3
Spring 2027

INSTRUCTOR INFORMATION

Instructor: Dr. Courtney Hoffman
Email: courtney.hoffman@gatech.edu

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 TOPIC DESCRIPTION

Writing is never just about writing; it's closely connected to reading, speaking, thinking, and moving. This section of ENGL 1101 will focus on writing (and thinking) about writing through both the writing process and the process of writing. We will explore and refine strategies for the writing process with which you may already be familiar: brainstorming, outlining, drafting, peer review, revising, reflecting. And we will consider what the process of writing entails cognitively and physically during acts of writing, when asking AI to generate writing, and when speaking.

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

Likewise, composition uses a range of technologies and media to develop and disseminate its messages.	
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

Georgia Tech Writing and Communication Program. *WOVENText* Open Educational Resource: woventext.lmc.gatech.edu (Free)

Lunsford, Andrea. *The Everyday Writer*. Accessed through The Bedford Bookshelf. (Can be purchased via the GT Bookstore)

Other reading materials will be available through the GT Library and/or our Canvas course site.

You will also be required to purchase a notebook (e.g., a composition book or other similar notebook which you can use for journaling), which you will need to bring to class in addition to a writing implement(s), as we will have handwriting activities throughout the semester.

GRADING POLICY

This course will follow a traditional grading structure, with points earned for each assignment listed in the next section. In accordance with Georgia Tech's grade policy, the point values required for each letter grade are as follows:

Letter Grade	Points
A	90+
B	80-89
C	70-79
D	60-69

F	59 and below

DESCRIPTION OF GRADED COMPONENTS

You will be assessed on the following in this course:

Artifact 0: Common First Week Assignment
You will compose a 400-500 word letter to introduce yourself to your instructor, tell a story about your history with writing, and reflect upon what that experience taught you about effective communication.

Artifact 1: Analytical Essay
This 1000-word analytical essay will analysis your experience of journaling at least 20 minutes a day for 14 days in a row in various different settings (you will not be required to analyze your personal writing). After each session, you will complete a reflective exercise about your experience of writing to add in constructing your analysis.

Artifact 2: Position Statement
This 1500-word position statement will challenge you to determine your stance on using generative AI for writing, using persuasion and outside sources to make your case.

Artifact 3: Collaborative Podcast and Presentation
Working in small groups, you and your classmates will investigate an issue related to writing and communication in the 21st century, creating a multimodal podcast episode and present to the class about your artifact.

Final Reflective Project
You will write a 1200-word essay reflecting on your growth as a writer and communicator through this class.

Discussion Board Posts
You will be asked to correspond with classmates through our Canvas discussion board, in response to texts assigned as class meeting prep. These posts will be assessed on a complete/incomplete basis.

Participation
You will be assessed on your consistency in participating in in-class discussions, completing activities, and preparation for class. See the participation policy sections below for more.

Assignment	Deadline	Percentage
Artifact 0: Common First Week Assignment	Jan. 18/20	**5%**
Artifact 1: Analytical Essay	Feb. 14	**15%**

Artifact 2: Position Statement	Mar. 21	**20%**
Artifact 3: Collaborative Podcast and Presentation	Apr. 18	**25%**
Final Reflective Project	B1: May 5 B2: Apr. 30	**15%**
Discussion Board Posts	Various	**10%**
Participation	N/A	**10%**

COURSE POLICIES

Attendance

Attendance and participation are essential to success in this course; therefore, 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. 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.

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).

Participation

I define excellent participation as a student who comes to class prepared to engage in conversation and activities on a regular basis. You should plan to attend every class, and you should be prepared for class meetings by reading the texts which will be discussed that day and completing any composition exercise or in-class activity assigned. If you do not do the reading and/or if you do not actively participate during the class period, you may be penalized for lack of participation. Such preparation could include notations on the text to be discussed, such as a list of questions or concerns about the reading, or perhaps a matter of inquiry that is related to the reading. Participation is part of your final grade in this class.

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 me.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, in instances in which you are allowed 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 I allow 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 me. 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 me 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 and Missing Work
Because many of the writing assignments in this class are meant to be shared, reviewed, and revised during class periods, completing drafts on time is essential. However, should you have extenuating circumstances, I am prepared to grant reasonable extensions on final deadlines for assignments (excluding the final reflective artifact) **as long as you speak with me at least 48 hours in advance of the deadline** (e.g., if the deadline is a Sunday evening, you must communicate with me about an extension by the preceding Friday). If you have not cleared an extension with me (meaning I've responded to you), do NOT assume it has been granted.

Missing Class and Making Up In-class Work
If you miss a class period for whatever reason, it is up to you to find out what you missed that day (I suggest you ask a classmate first, then contact me) and complete the work assigned.

Assignment Revision
Students will be allowed during the semester the opportunity to revise one (1) assignment for an improved grade under the following circumstances:

- The revision must be approved by me in advance;
- The approval will depend on:
    - The original grade must be a B or below;
    - The student submits a 500-word rationale for revising;
    - The rationale must include a detailed, specific plan for revising.

- The revised grade will improve the original grade by one letter grade ONLY (e.g., a B may be improved to an A, but a C may only be improved to a B).