ENGL1102 SYLLABUS

Once enrolled, please refer to Canvas resources for more detailed information on course assignments, readings, and more!

COURSE INFORMATION

Course Title: English 1102 – English Composition II
Sections: F6, K9, M1
Credits: 3 credits
Semester and Academic Year: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Ariel Fried
Email: afried8@gatech.edu

CORE IMPACTS STATEMENT

ENGL1102 ENGL COMPOSITION II

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 that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. Develops communication skills in networked electronic environments, emphasizes interpretation and evaluation of cultural texts, and incorporates research methods in print and on the Internet.

COURSE THEME/TOPIC DESCRIPTION

Feeling tired and overworked this semester? Well, not to fear! This section of English 1102 will help you examine the diagnosis and treatment of different ailments across history. For your current symptoms, traditional Chinese medicine can address that qi stagnation easily with acupuncture and herbal remedies. Or, um, maybe we'd better understand your fatigue like the Victorians in England did—we'll call it neurasthenia and treat you with either a "rest cure" or… electric shocks? (Checks notes.)

Okay, so this class isn't really designed to cure you of disease, but it should help you begin to consider how social and historical contexts affect beliefs about health, illness, and healing. Through this critical inquiry, this section of English 1102 will help students develop foundational research skills and the ability to communicate their findings to different audiences in different contexts. Students will create cross-media projects like medical brochures, research papers, and informational videos to help them develop strategies for navigating the research and drafting process, effectively communicating in multimodal genres, and critically analyzing context and audience in various research settings.

LEARNING OUTCOMES

Rhetorical Knowledge Rhetorical knowledge focuses on the available means of persuasion, considering factors such as context, audience, purpose, genre, medium, and conventions.	Use with purpose key rhetorical concepts through analyzing and composing a variety of multimodal (written, oral, visual, electronic, and nonverbal—WOVEN) artifacts. These concepts include: • Rhetorical situation: purpose, audience, context • Argumentation in multiple modes • Genre • Affordances of mode, medium, technology • Multimodal synergy Gain experience reading/viewing/listening and composing in several genres to understand how

	genre conventions shape and are shaped by readers'/users' and writers'/designers' 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 Understand the social contexts of multimodal communication
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/viewing/listening for inquiry, learning, critical thinking, and communicating in various rhetorical contexts Interpret a diverse range of multimodal artifacts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay among multimodal elements, and to how these features function for different audiences and situations Conduct primary and secondary research, integrating expert sources and data into multimodal projects Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet 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 multimodal composition is a process Develop a multimodal project through multiple stages Develop flexible strategies for multimodal composition, reviewing, collaborating, revising, production, and dissemination

	Use composing processes and tools as a means to discover and reconsider ideas Experience the collaborative and social aspects of multimodal composition 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 the work students produce
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.	Match the affordances of different modes and media to varying rhetorical situations Adapt composing processes for a variety of technologies and modalities Understand and use a variety of technologies to address a range of audiences
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.	Understand why genre conventions for structure, design, tone, and mechanics vary Gain experience negotiating variations in genre conventions Learn common formats and/or design features for different genres of multimodal artifacts Practice applying citation conventions systematically in their own work

REQUIRED COURSE MATERIALS

Most required readings will be posted on Canvas, but you should also acquire the following:

Writer/Designer: A Guide to Making Multimodal Projects (3rd Edition) by Ball, Sheppard, and Arola, accessed through The Bedford Bookshelf. Access codes for The Bedford

Bookshelf are available at the GT Barnes & Noble bookstore. You can also purchase the textbook directly through VitalSource.

WOVENText Open Educational Resource from the Georgia Tech Writing and Communication program, accessed online using your GT credentials.

GRADING POLICY

This course is deeply invested in the process of writing and encourages you to think of writing as a means for developing ideas and rethinking and revising claims, rather than as an end in itself. To support this process-based mindset, each major project will be produced through the development of multiple drafts, which will be submitted for feedback and assessment and then subject to a revision process. These drafts, along with additional process documents, will be graded on an A-F scale.

Drafting and revision are both important stages of the writing process. Part of learning about and improving your writing process is understanding what kinds of thinking, writing, revision, and editing should be happening at different stages. As such, your grades for each draft in this course will be determined based on different criteria. The first draft of each project will be assessed according to how well it fits the basic requirements of each project; the second draft will be assessed according to how well it fits the basic requirements of the project, whether/how substantial revisions to the first draft have been made, and how well ideas are presented based on genre conventions.

DESCRIPTION OF GRADED COMPONENTS

Artifact 0: Common First Week Video

5% of final grade

Establish a foundation for your engagement with this class by examining your existing relationship with reading, writing, and communication practices. Compose a short video 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. Then, establish some goals for the semester.

Artifact 1: Audience Transplant

10% of final grade

Learn to assess genre and audience, in order to consider how context influences the form and style of medical research. Choose a specific malady to explain to an audience *not* contemporary to the time period in which it was studied, using a genre appropriate to the chosen audience.

Artifact 2: “Getting Clinical” – Assessing Context & Historiography

25% of final grade

Learn to research and compile an annotated bibliography to support your understanding of the medical knowledge surrounding a specific ailment during a specific period. In a 1,000-1,250wd. research essay, use primary source evidence to give context for the

ways this ailment was discussed during the selected period and then use secondary source material to analyze how this context affected medical understanding.

Artifact 3: History of Medicine Project (Collaborative)
30% of final grade
Work with a group of your peers to create a documentary trailer or short podcast episode presenting the history of a chosen ailment to a public audience. Draft a storyboard or time-block outline, script, and synopsis/logline to present your work. Utilize the affordances and conventions of your chosen medium to consider how genre and audience affect how you communicate research findings.

Final Project: ENGL1102 Portfolio
15% of final grade
Create a multimodal reflective portfolio that considers how you see yourself in your current writing process and how you can transfer your learning to other contexts. Draft a 1,200-1,800wd. Reflective Introduction that strategically employs multimodal elements to demonstrate how your communication habits have evolved; support this introduction with sufficient evidence from the semester.

Participation & Engagement
15% of final grade
See “Attendance & Participation” under “Course Policies” below for assessment guidelines.

COURSE POLICIES

Attendance & Participation

In this class, attendance is important but participation and engagement in our daily activities is even more so. To reinforce this, half of your daily participation credit will be awarded for basic attendance (showing up to class, awake and breathing); the other half will be assessed based on your active participation in class activities and knowledge acquisition.

Active participation practices include:

- attending class
    - show up, stay for the whole class, & be present—easy!
- coming prepared
    - read the texts assigned for class
    - complete any written assignments or project submissions due by our scheduled period
- participating in class activities and learning
    - complete all in-class activities in their entirety & submit daily “exit slips”
    - practice active listening (i.e. show me you’re engaged through your body language, facial expressions, eye contact, and/or notetaking practices)
    - speak up in class discussions, both voicing ideas and questions
    - engage with peers in discussion and group work activities

- reducing distractions
    - minimize side conversations unrelated to course content
    - minimize technology use unrelated to course content (i.e. no working on assignments for other classes, checking email, online shopping, watching cat videos, etc.)
    - minimize phone use

If you plan to miss a class period, partial participation credit is sometimes available. Contact me *prior to* or *within 24hrs of* your missed class period, and we can discuss whether a make-up assignment is available to receive partial in-class points. If you are unwell or face extenuating circumstances that prevent you from attending class, please be in touch. Each student is entitled to three (3) absences per semester, no questions asked.

Assignment Submissions
Assignments are due at 9am on the due date, unless otherwise specified. If your instructor is unable to access your Canvas submission, you'll receive a zero grade until an accessible document is submitted. (To be safe, I recommend sticking to .doc, .docx, and .pdf file uploads, as Google Doc links and Pages files are frequently inaccessible in the Canvas viewer.) If you upload an inaccessible file format, I'll leave a submission comment asking you to re-submit your work. If you're unable to submit an accessible document by the stated deadline, be in touch with your instructor.

Late Work & Extensions
Easy-ask extensions are available for most assignments, meaning your submission will be eligible for full credit, as long as the extension is requested and granted prior to the due date.

Late work will also be accepted in this class, as long as it is submitted within three weeks of the initial deadline; late work submissions will be eligible for up to 95% of the available points.

Assignment Revision
Further revision to already-submitted projects will be accepted (and encouraged!). For many assignments, you can revise your work to improve the grade you receive. If interested, simply contact your instructor about the submission you'd like to continue revising, and we'll work together to determine if the assignment is subject to this policy and how best to proceed.

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
Because this is a writing and composition class, in which we're tasked with understanding your individual drafting processes and developing new compositional skills, the use of AI technologies is antithetical to our course goals. Using AI, whether for generative or editing purposes, also undermines your instructor's ability to assess your writing and identify areas for possible growth at different stages of the writing process. On a more basic level, numerous studies have shown that AI reduces students' active engagement and greatly diminishes your ability to develop critical thinking skills.

Therefore, my official recommendation is not to use AI technologies of any kind, at any stage of the writing process (including generation in the brainstorming, outlining, and drafting stages and editing in the revision stage). If you decide that AI technologies are necessary to your individual writing process, despite this recommendation, your submissions must meet the following criteria:

Transparency: Any work you submit should be your own, with any AI assistance appropriately disclosed. This means you are responsible for communicating any and all AI technologies used and how they have affected the project submission. This includes…

Citation: You should cite any AI-generated or AI-edited content in your project, just as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people/sources. Failure to properly cite AI use will be considered a form of plagiarism, as defined above.

Documentation: In addition to your in-text citation practices, you should submit a brief (200-350wd.) AI-Use Disclosure Statement with any project that has utilized AI technology of any kind. This disclosure statement should describe, in detail, all brainstorming, outlining, idea generation, organization, revision, and/or editing that was performed with assistance from AI, and then reflect on how the AI use has altered the final product *and* why it was necessary to your writing process.

Your instructor reserves the right to request revisions or resubmissions on any drafts that are not verifiably original. If your instructor is unable to verify the originality of your work and/or confirms the work to be plagiarized or otherwise unoriginal, a report will be filed with the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

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.