ENGL 1102

COURSE INFORMATION

Course Title English 1102 – English Composition II
Section(s) H04, R3
Credits 3 credits
Semester and Academic Year Spring 2027

INSTRUCTOR INFORMATION

Instructor Ben Sandman
Email bsandman6@gatech.edu

CORE IMPACTS STATEMENT

ENGL 1102 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

In this course, you'll analyze a wide range of cultural criticism—reviews of films, books, music, and more—while composing a review of your own in a multimodal genre (for instance, a podcast or video). The course will culminate in the production of an online magazine to showcase student work.

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.	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

1. Ball, Sheppard, and Arola, Writer/Designer. Available through the Bedford Bookshelf.
2. GT Writing and Communication Program, WOVENText Open Educational Resource.
3. Additional texts posted on Canvas

GRADING POLICY

To earn an A or B in this class will require strong effort and a willingness to grow as a writer and challenge yourself. I will provide feedback throughout the semester with specific ideas for improvement and revision. Major projects are designed in a way that will require you to start work on them early and progress step-by-step. If you want to succeed in this course, you should not expect to rush through major projects (or smaller assignments). Your final grade will be based on the following scale:

A (90-100)	**Superior performance**—rhetorically aesthetically, and technically. Demonstrates surprising insight, originality, or creativity.
B (80-89)	**Above-average, high-quality performance**—rhetorically, aesthetically, and technically.
C (70-79)	**Average performance**—competent and acceptable, rhetorically, aesthetically, and technically.
D (60-69)	**Below average performance**—needs substantive work, rhetorically, aesthetically, and/or technically.
F (59 and below)	**Unacceptable performance.** Fails to meet minimum criteria, rhetorically, aesthetically, and/or technically.

To help you better measure your performance, grades on major projects will be based on a point value equivalent a +/- letter grade (even though Georgia Tech does not use the +/- system for final grades).

A (94-100)	C+ (77-79)
A- (90-93)	C (74-76)
B+ (87-89)	C- (70-73)
B (84-86)	D+ (67-69)
B- (80-83)	D (64-66)
	D- (60-63)

DESCRIPTION OF GRADED COMPONENTS

Project 0: Common First Week Video Assignment (5%)
You will create a short video introducing yourself, identifying your course (teacher, theme), and articulating a challenge you'll engage with in class projects this semester.

Project 1: Genre Analysis - Group Presentations (20%)
In small groups, you will research a multimodal genre of review (e.g. video, podcast) and present to the class on the genre's conventions, affordances, and limitations, and how these might inform the genres you choose to compose your own reviews.

Project 2: Multimodal Review (20%)
You will compose a multimodal review of your choice, on a text of your choice, for eventual publication in the class's online magazine.

Project 3: Online Magazine (20%)
Working in different teams (Art/Design, Publicity/Social Media, and Editorial), you will edit, compile, and design the multimodal reviews from Project 2 into a public-facing online magazine aimed at an audience of your peers. You will present to the class throughout this process, offering rationales for your choices.

Project 4: Portfolio (15%)
For the culminating assignment in English 1102, 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 other courses, the workplace, or other personal or professional contexts. 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.

Process Assignments (10%)
Process assignments include discussion board posts, reading responses, drafts, outlines, and any other assignments that prepare you for the major projects listed above. These assignments are graded as Complete/Incomplete.

Participation (10%)
Your engaged presence is vital to the course. You'll receive a letter grade for your participation at the end of each Unit (Project 1, Project 2, and Project 3, and Project 4). See "Participation" section below for a guide to participation grades.

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).

I 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.

Participation
Participation is an essential part of this course. It counts for 10% of your final grade and will be graded according to the following rubric:
"A" participation: exceptional preparation for all class sessions; full awareness and focus in class; frequent substantive contributions to discussion; awareness of and respect for other students, letting them talk; full participation in group work, peer review, and on collaborative projects.

"B" participation: full preparation for all class sessions; good awareness and focus in class; frequent substantive contributions to discussion; awareness of and respect for other students, letting them talk; full participation in group work, peer review, and on collaborative projects.

"C" participation: satisfactory preparation, awareness, and focus in class; substantive contributions to discussion; full participation in group work and peer review.

"D" participation: lack of awareness and focus (sleeping in class, checking your phone or laptop when asked not to do so); disruptive and/or disrespectful behavior; frequent

tardiness or leaving class early; lack of contributions to class discussion; failure to participate in group work.

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 I allow 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 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 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

Process assignments (which are graded on a complete/incomplete basis) cannot be turned in late. Over the course of the semester, (except Project 4, which is due at the time of our scheduled final), you each get three days total of no-questions asked extensions to use on major projects (except Project 4, which is due at the time of our scheduled final). You can take these three days all at once or one at a time over multiple projects. To receive an extension, you must email me before the project’s

original deadline and let me know you're using the extension. Otherwise, major projects will be penalized 10% for each day they are late.

Missing Class and Making Up In-class Work

When you miss class, it's your responsibility to ask a classmate about what you've missed. If, after checking in with a classmate, you still have questions, feel free to email me. Your ability to make up in-class work will vary depending on the assignment, but, in general, if you are within your allotted number of excused absences—four (4)—you will not be penalized. That said, if you miss a process assignment essential to a major project or a reflection required for your portfolio, you'll be expected to make this up.