

COURSE INFORMATION

Course Title: English 1101 – English Composition I

Section: B3

Credits: 3 credits

Semester and Academic Year: Spring 2027

INSTRUCTOR INFORMATION

Instructor: Dr. Caitlin Kelly

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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

The theme of this section is “Exploring the College Experience.” In this section of ENGL 1101, your readings and assignments will invite you to think about what the college experience offers students, the challenges in delivering that experience, and what you want out of your time here at Georgia Tech. You’ll employ writing and other WOVEN modes to create narratives, analyses, and research-supported essays and presentations.

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

Georgia Tech Writing and Communication Program, *WOVENtext* Open Educational Resource: woventext.lmc.gatech.edu

Lunsford, Andrea. [*The Everyday Writer*](#). Accessed through [*The Bedford Bookshelf*](#).

Selingo, Jeffrey J. *College (Un)Bound: The Future of Higher Education and What it Means for Students*. Amazon, 2013.

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

GRADING POLICY

This course uses a **specifications grading** system in which each of the major assignments (Artifacts 0-4) will receive one of three marks:

- **Satisfactory (full credit)** – Not necessarily perfect, but the assignment meets the assignment goals and criteria and demonstrates significant progress toward mastery of skills and concepts central to the assignment (roughly equivalent to an 85%)
- **Revision Needed (half credit)** – Meets some goals but needs improvement in other areas in order to demonstrate sufficient progress toward mastery of skills and concepts central to the assignment
- **Incomplete (no credit)** – No assignment submitted or the submitted work does not meet basic assignment criteria or the initial submission is made more than 14 days after the assigned due date in Canvas.

Once you receive a “**Satisfactory**” mark on an artifact, you will receive full credit for it and do not need to do any further revisions. If you receive a mark of “**Revision Needed**,” you may revise and resubmit the work as often as time allows in order to receive a “Satisfactory”; if you do not submit a revision or do not receive a “Satisfactory” before the last day of classes, you will receive 50% for that artifact. Should you submit an artifact that fails to meet basic assignment criteria, fail to submit an artifact at all, or fail to make your initial submission within 14 days of the assigned due date in Canvas, you will receive an “**Incomplete**” and no credit; these marks are final and these submissions are no longer eligible for submission or for revision.

The following work will be evaluated on **completion** only:

- Progress reports
- Article responses
- Writing workshops
- Peer reviews
- Final Portfolio

Evaluated on completion means that you will either receive full credit or no credit: full credit if you complete all elements of the activity by the deadline and no credit if you complete the activity late or partially.

DESCRIPTION OF GRADED COMPONENTS

Artifact 0: Introduction Letter	5%
Artifact 1: Journey to College Narrative	10%
Artifact 2: Institutional Image Evaluation Report -progress reports (2 X 2.5%) -team report (10%)	15%
Artifact 3: Exploratory Research Narrative -3 article responses (3 x 5%) -2 progress reports (2 X 2.5%) -exploratory narrative (10%)	30%
Artifact 4: Advice Letter	5%
Portfolio	15%
Writing Workshops (4 X 2.5%)	10%
Peer Review (4 X 2.5%)	10%

GRADING SCALE

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.

COURSE POLICIES

Attendance

There is no distinction between “excused” and “unexcused” absences in this class with the exception of religious holidays, Institute-approved travel, or other reasons that are documented by a letter from the Office of the Dean of Students. Instead, students may miss up to 4 class meetings without penalty for any reason: sickness, job interviews, traveling to visit family, or just needing to study for another test or take a nap. Students do not need to provide an excuse, though an email to let Dr. Kelly know that you are ok is always appreciated if you will miss more than 2+ classes in a row. Additional absences will result in a deduction from the final grade in the course as follows:

# of Absences	Penalty
0-4	No penalty
5-6	2% deduction from final grade per absence
7+	5% deduction from final grade per absence

Participation

Participation in this course is defined as *attendance + engagement + assignment completion*. Students are expected to regularly attend class, pay attention and participate in class, and complete assignments in a timely manner. Engagement in class means actively listening to the professor and other students, responding to others with respect and collegiality, staying focused and on task, and completing in-class activities. Students who are not engaging in classroom activities or are disruptive will be asked to leave and will be counted absent for that class meeting.

Late and Missing Work

Life happens and failing to submit a paper at a specific time on a specific day does not indicate anything about your ability, your dedication, or your understanding of the course material. Artifacts 0-4 are due within a 48-hour window in order to be considered submitted on time; artifacts may not be submitted more than 14 days after that window opens and after that time will receive an Incomplete and no credit. Additionally, assignments (aside from those due during finals week) will not be accepted after the final day of class.

Missing Class and Making Up Missed In-Class Work

If you should miss class, it is your responsibility to find out what you missed. Class meetings are used primarily for student-led discussion of readings and activities related to upcoming assignments like writing workshops, peer review, and progress reports—these things generally cannot be “made up” or replicated on an individual basis. After an absence, you should first talk to a fellow classmate, and then if you have questions, contact Dr. Kelly for clarification or to schedule an office hours meeting.

Assignment Revision

Artifacts 0-4 may all be revised if the initial submission receives a “Revision Needed” mark.

Technology Policy

You will need a computer or tablet for each class meeting in order to access readings and complete in-class writing activities. However, at times Dr. Kelly will ask that devices be put away. Use of computers, phones, and other electronic devices that creates a distraction for other students will not be tolerated and students causing a distraction will be asked to put up their device or leave the classroom (and will be counted absent).

AI Policy

Tools like ChatGPT are only as good as the materials they are trained on and the prompts we give them—it’s like autopilot on a plane, which requires human input and constant monitoring. More often than not, ChatGPT and the like produce work that is at best impersonal and at worst inaccurate. And, because these tools don’t cite their work, there are ethical questions involved in using what they produce, even when *you* acknowledge and cite *your* use of these tools. As such, in this class, the use of Generative AI tools is restricted to knowledge checks for studying, brainstorming and developing topics and research questions and directed use during in-class activities. You should NEVER submit writing that has been generated by or edited using AI tools; this use of AI will be considered cheating and subject to report to the Office of Academic Integrity.

Work submitted that has been created or edited using AI will be considered Incomplete and will receive no credit. As a foundational course, ENGL 1101 is meant to allow you to learn about yourself as a writer and experiment with processes and strategies to help you navigate future writing projects, which means you have to engage with the struggle—not take a shortcut around it. This is why this class uses a specifications grading policy with lots of opportunities for feedback and revision: no single assignment submission can irreparably impact your grade if you give it your best effort (which may not be A work, and that’s fine).

Course Completion

Failure to submit Artifacts 0-4 and the Final Portfolio will 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. Modifications will always be made in favor of students' workloads (for example, readings may be removed or replaced but will not be added).

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.