

# English 1102

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Last Updated: Mon, 01/05/2026

**Course prefix:** ENGL

**Course number:** 1102

**Section:** M04

**CRN (you may add up to five):**

31586

**Instructor First Name:** Jenessa

**Instructor Last Name:** Kenway

**Semester:** Spring

**Academic year:** 2026

## **Course description:**

This course provides opportunities for you to become a more effective communicator as you refine your thinking, writing, speaking, designing, collaborating, and reflecting. As part of the WOVEN (written, oral, visual, electronic, and nonverbal communication) curriculum, ENGL 1102 emphasizes developing your strategic processes in multimodal communication, critical analysis, and research. In this section of the course, you'll investigate the course topic as you employ writing and other WOVEN modes to create projects about the course topic in a range of writing-focused genres. Ekphrasis derives from the Greek *ek-* (out) *phrázein* (to explain, point out, tell); historically, ekphrasis has meant vivid writing about visual images and art. We will use ekphrasis to explain our experiences with visual art, to point out the details we observe for analysis, and to tell our stories. Students will visit the Atlanta Contemporary Art Center, creating ekphrastic responses to visual works; read and analyze Gertrude Stein's *Tender Buttons* to create experimental film projects that adapt their interpretations of the poems; and plan a film festival catalogue to showcase their work and critique their peers' films. Students will work across genres as they build critical thinking, adaptation, and visual literacy skills.

## **Course learning outcomes:**

### **Critical Thinking**

Critical thinking involves understanding social and cultural texts and contexts in ways that support productive communication and interaction.

- Analyze arguments.

- Accommodate opposing points of view.
- Interpret inferences and develop subtleties of symbolic and indirect discourse.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate ideas with those of others.
- Understand relationships among language, knowledge, and power.
- Recognize the constructedness of language and social forms.
- Rhetoric

**Rhetoric** focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.

- Adapt communication to circumstances and audience.
- Produce communication that is stylistically appropriate and mature.
- Communicate in standard English for academic and professional contexts.
- Sustain a consistent purpose and point of view.
- Use a variety of technologies to address a range of audiences.
- Learn common formats for different kinds of texts.
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Control such surface features as syntax, grammar, punctuation, and spelling.
- Create artifacts that demonstrate the synergy of rhetorical elements.
- Demonstrate adaptation of register, language, and conventions for specific contexts and audiences.
- Apply strategies for communication in and across both academic disciplines and cultural contexts in the community and the workplace.

## Process

Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.

- Find, evaluate, analyze, and synthesize appropriate primary and secondary sources.
- Develop flexible strategies for generating, revising, editing, and proofreading.
- Understand collaborative and social aspects of writing processes.
- Critique their own and others' works.
- Balance the advantages of relying on others with [personal] responsibility.

- Construct and select information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources.
- Compose reflections that demonstrate understanding of the elements of iterative processes, both specific to and transferable across rhetorical situations.

## **Modes and Media**

Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal (WOVEN)—singly and in combination. The context and culture of multimodality and multimedia are critical.

- Interpret content of written materials on related topics from various disciplines.
- Compose effective written materials for various academic and professional contexts.
- Assimilate, analyze, and present a body of information in oral and written forms.
- Communicate in various modes and media, using appropriate technology.
- Use digital environments for drafting, reviewing, revising, editing, and sharing texts.
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official (e.g., federal) databases; and informal electronic networks and internet sources.
- Exploit differences in rhetorical strategies and affordances available for both print and electronic composing processes and texts.
- Create WOVEN (written, oral, visual, electronic, and nonverbal) artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment.
- Demonstrate strategies for effective translation, transformation, and transference of communication across modes and media.

## **Required course materials:**

- The **WOVENText** Open Educational Resources, available at [woventext.lmc.gatech.edu](http://woventext.lmc.gatech.edu).
- **Writer/Designer: A Guide to Making Multimodal Projects** by Cheryl E. Ball et al. (Available through Bedford Bookshelf)
- Gertrude Stein, *Tender Buttons, The Corrected Centennial Edition*, City Lights Books, 2014 ISBN 978-0-87286-635-5
- Other readings provided as pdf's

## **Grading policy:**

Grades for this course, including the final grade, will adhere to the following scale: A: 90% - 100%, B: 80% - 89%, C: 70% - 79%, D: 60% - 69%, F: 59% or below.

## **Attendance policy:**

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. 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 for FOUR unexcused absences without penalty, regardless of reason and with no need for any proof or documentation.

Excused absences do not count against your grade or your four allotted absences.

Absences may be excused in the following ways:

- Institute-approved absences for athletic events, academic activities, professional conferences, etc. are counted as excused. Athletic teams and other campus organizations may provide you with a letter if the group has already requested the absences be approved. You can also request an institute-approved absence on an individual basis by submitting this form at least two weeks in advance.
- Severe illness and medical or other personal emergencies should be reported to the Dean of Students' Office, who can verify your emergency and reach out to your professors on your behalf while keeping your situation confidential. You can contact the Dean's Office by filling out the Class Absence Verification form located on their website. Receiving a notification from the Dean's Office counts, for the purposes of this class, as an excused absence.

Absences are excused for religious holidays, jury duty, and voting in elections, in accordance with the policies in the GT catalog. You should notify me in writing that you need to miss class within the first two weeks of the semester for religious holidays, at least five business days before an election, and as soon as possible for jury duty. Other similar reasons for missing class may be excused at my discretion and only if you ask, with documentation, in advance.

- You can always use one of your freebies for an excused absence. To do so, you'll need to email me and let me know you're using your freebie within a week after missing class.

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

**Core IMPACTS statement(s) (if applicable):**

**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 you 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 the 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