

English Composition II: The Art of Rejection

Last Updated: Mon, 01/05/2026

Course prefix: ENGL

Course number: 1102

Section: F3

CRN

31663

Instructor first name: Anwita

Instructor last name: Ghosh

Semester: Spring

Academic year: 2026

Course description:

This course helps you become a more effective communicator as you refine your thinking, writing, speaking, designing, collaborating, and reflecting. Grounded in Georgia Tech's **WOVEN** (Written, Oral, Visual, Electronic, and Nonverbal) communication framework, you will develop strategic tools and reiterative processes for analyzing media and composing multimodal projects that blend research, creativity, and critical reflection. In this section of the course, you will explore **rejection**—as emotion, structure, and critique—through novels, short stories, parables, poems, songs, and films. We often experience rejection as failure, but this course asks what happens when you treat it as a way of thinking: a means of understanding how individuals and societies define themselves through refusal.

Our readings will traverse centuries and continents, tracing how writers frame rejection in myriad ways: Goethe's *The Sorrows of Young Werther* confront the self-destructive passions and emotional economies of rejection; Melville's "Bartleby, the Scrivener" turn withdrawal and social invisibility into critiques of modern rationality and alienation; Murata's *Convenience Store Woman* reimagine nonconformity and estrangement as strategies of endurance; and, Tulathimutte's *Rejection* satirizes the self-consciousness, anxiety, and social performance of millennial life.

Our assignments—ranging from **literary remix, digital collage** to collaborative **podcast/vidcast**—will emphasize multimodal communication and scholarly research, allowing you to approach the theme of rejection from diverse perspectives and media. Through workshops and peer review, you will learn to translate ideas across media, reimagine argument as design, and experiment with new forms of persuasion. Ultimately, this course asks us to see rejection not as a failure of communication but as its most revealing form—an invitation to rethink what it means to resist, withdraw, and begin again.

Academic honesty/integrity statement:

This course follows the definitions of academic dishonesty contained in the Academic Honor Code. Note especially the definition of plagiarism:

Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.

If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment and be referred to the Office of Student Integrity, as required by Georgia Tech policy. I strongly urge you to be familiar with these Georgia Tech sites:

- Honor Challenge: <https://policylibrary.gatech.edu/student-life/academic-honor-code>
- Office of Student Integrity: <https://osi.gatech.edu/>
- Process for Academic Misconduct: <https://osi.gatech.edu/process/academic-misconduct-process>

In other words: DO NOT PLAGIARIZE. I will catch you, I will be required to report, and it will suck for both of us. If you are considering plagiarizing or otherwise turning in work that is not your own, get in touch with me. I will work with you to address whatever is stressing you out, and we will move forward from there. If you are unsure how best to cite your sources, please set up a meeting with me, and I will be happy to help determine a citation strategy– it's so much easier than being charged with plagiarism.

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 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