

English Composition 1101- Fighting in the Square: Polarized Digital Rhetoric

Last Updated: Tue, 07/29/2025

Course prefix: ENGL

Course number: 1101

Section: K4

CRN (you may add up to five):

89800

Instructor First Name: Arpit

Instructor Last Name: Kumar

Semester: Fall

Academic year: 2025

Course description:

ENGL 1101. English Composition I

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 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
- Develop an understanding of the ways in which rhetorical concepts can be transferred to multimodal artifacts
- 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, 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

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 readers' and writers' perceptions of correctness or appropriateness
- 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:

Books: *They Say/ I Say: The Moves That Matter in Academic Writing*, Cathy Birkenstein, Gerald Graff. W.W. Norton, 2024.

Digital Educational Resources: *Georgia Tech's Woven Text*
<https://woventext.lmc.gatech.edu/>

Most class readings will be made available via Canvas.

Grading policy:

A: 90-100

Superior performance—rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.

B: 80-89

Above-average, high-quality performance—rhetorically, aesthetically, and technically.

C: 70-79

Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.

D: 60-69

Below-average performance. Needs substantive work — rhetorically, aesthetically, and/or technically.

F: 0-59

Unacceptable performance. Failure to meet minimum criteria rhetorically, aesthetically, and/or technically.

Attendance policy:

In accordance with Georgia Tech policy, attendance is mandatory. You should notify me in advance through an email of a planned or unplanned absence. You are requested to be responsible for missed sessions. Excused absences are available and may be availed in the event of personal illness, grief, religious or cultural holidays, and University responsibilities.

Up to 4 unexcused absences in the semester can be availed without affecting your overall grade. More than 2 unexcused absences will, however, affect your participation grade. Every absence after 4 unexcused absences will lower your final grade by half a letter grade. More than 6 unexcused absences can result in a fail grade. Recurring issues with tardiness can also affect your attendance.

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 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