

# English Composition II

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Last Updated: Thu, 07/31/2025

**Course prefix:** ENGL

**Course number:** 1102

**Section:** F5

**CRN (you may add up to five):**  
82713

**Instructor First Name:** Mandy

**Instructor Last Name:** Moore

**Semester:** Fall

**Academic year:** 2025

## **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 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.
- Analyze and critique constructs such as race, gender, and sexuality as they appear in cultural texts.

### **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:**

- Writer/Designer, available through The Bedford Bookshelf (ISBN: 9781319530327)
- The WOVENText Open Educational Resources, available at [www.woventext.lmc.gatech.edu](http://www.woventext.lmc.gatech.edu)

### **Grading policy:**

In order to focus fully on the learning outcomes related to process, revision, feedback, and rhetorical awareness, this class will utilize a labor-based grading system. There are five major assignments for the course (an introductory video, 3 projects, and a final portfolio), each of which will come with a short list of basic specifications that you must meet in order for the assignment to be marked as “complete.” These specifications will include things like meeting the minimum length, addressing the prompt, and demonstrating certain communication skills.

At the beginning of the semester, you will be provided with a Labor Specification chart explaining the tasks you must do in order to earn an A, B, C, D, or F in the course. These tasks are split into three categories: Projects, Process Assignments, and Participation. In order to earn an A in the course, for example, you would need to complete (i.e., meet all specifications for) all five of the major Projects, submit a majority of the smaller Process Assignments (homework assignments, rough drafts, etc.), and earn at least 100 Participation points. There are many ways to earn Participation points, including through in-class activities, attendance, and reading quizzes. Failing to complete Projects, missing more than a couple of Process Assignments, or earning fewer Participation points would result in a lower final letter grade, according to the Labor Specification chart. Although your grade will be based solely on whether or not you accomplish the tasks listed in the Labor Specifications chart, you will get extensive feedback on your work from both your instructor and your peers throughout the process of creating each Project.

Several avenues for flexibility are built into this system, including the chance to revise and resubmit any Projects marked as “incomplete” (i.e., not meeting all specifications) as well as 3 “freebies,” which can be exchanged for 48-hour, no-questions-asked extensions on

any Project or Process Assignment.

### **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.**

In this class, attendance will be calculated as part of your participation grade. Attending class is worth a certain number of participation points per day. If you attend class, you're assumed to be staying engaged, listening respectfully, and contributing to discussions unless proven otherwise. You will not earn your participation points for the day if you do prove otherwise by being actively disengaged, working on other things, using technology inappropriately, being repeatedly disrespectful, sleeping during class, etc.

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. Since there are numerous ways to earn participation points, missing the occasional class does not directly lower your grade; you'll just need to find a different way to reach the required participation score for the grade you want to earn. There is no distinction between excused or unexcused absences.

When you miss class, you should reach out to Dr. Moore within 24 hours of the absence to discuss how you can make up work you may have missed and ensure you stay caught up.

**Absences do not automatically include extensions;** if you need more time on an assignment, you need to ask for that separately or use a freebie.

### **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.

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

Honor Challenge — <https://www.osi.gatech.edu/students/honor-code>

Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>

Additionally, in this course, we will be learning and communicating without the aid of Generative AI (genAI) tools. Using genAI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is not allowed. You may not use genAI to brainstorm, conduct research, think through a project, get feedback on your work, generate any content (writing, images, audio, video, etc.) for your work, or complete any other task. Using genAI tools in the course will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. You may use AI tools that identify grammatical errors, so long as the tool is not rewriting your sentences for you. If you're unsure about a particular tool, please come talk to Dr. Moore before you use it.

**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