

English 1101

Last Updated: Thu, 08/21/2025

Course prefix: ENGL

Course number: 1101

Section: P4

CRN (you may add up to five):
80343

Instructor First Name: Jenessa

Instructor Last Name: Kenway

Semester: Fall

Academic year: 2025

Course description:

English 1101 courses examine the art and craft of rhetoric, composition, and argument—and explore how we persuade, motivate, or convince others to care about “something” through communication. In this course, you will explore, practice, and refine your communication skills by observing, speaking, and collaborating in class, as well as planning, drafting, and revising a sequence of projects. Through a commitment to WOVEN (written, oral, visual, electronic, and nonverbal) communication skills, you will develop and tailor processes that adapt to the various modes and media you might encounter in your undergraduate education.

Course learning outcomes:

Learning Outcomes for ENGL 1101/1102

Learning Goal A1: Communication

Student will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language.

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:

- ***The Everyday Writer*** (8th Edition) by Andrea Lunsford (Available through Bedford Bookshelf)

- The **WOVENText** Open Educational Resources, available at woventext.lmc.gatech.edu.
- *Writer/Designer: A Guide to Making Multimodal Projects* by Cheryl E. Ball et al. (Available through Bedford Bookshelf)

Grading policy:

Grading Policy: Labor + Quality: Grades in this course will be based on **75% Labor and Engagement** (the work and effort put into the process) and **25% Quality of Final Products** (the effectiveness and polish of final submissions). This approach emphasizes consistent effort, time and labor required to complete work, on-time submission, revision, and engagement while also recognizing the importance of developing polished, thoughtful final work.

Attendance policy:

- Four excused absences, taken at student your discretion. Missing more than 4 class periods (for any reason) will lower final grade by 1% for each additional absence.
 - The only exemptions from this policy are those absences involving university-sponsored events (athletics, band, etc.), religious holidays. Students required to discuss these instances with instructor ahead of time. Instances of extreme emergency will also be considered and handled on a case-by-case basis.
 - If there is a medical condition or documented illness that causes you to miss a prolonged series of class periods, you must speak with Georgia Tech's Office of Disability Services at the beginning of the semester to officially request an accommodation. I'll work with them to arrive at an accommodation that allows the student to be successful without altering the rigor of the 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):

CORE Impacts

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