

English Composition II

Last Updated: Tue, 08/19/2025

Course prefix: ENGL

Course number: 1102

Section: E4

CRN (you may add up to five):
91278

Instructor First Name: Jannell

Instructor Last Name: McConnell Parsons

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:

The Bedford Bookshelf (ISBN: 9781319530327)

WOVENText Open Educational Resource (<https://woventext.lmc.gatech.edu>)

Grading policy:

Assignments

Common First Week Video: 5% of final grade

Project 1: 10% of final grade

Project 2: 10% of final grade

Project 3: 20% of final grade

Final Portfolio: 15% of final grade

Participation-Based Assignments: 40% of final grade

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:

Attendance and participation are essential to success in courses in the Writing and Communication Program. In this course, 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. In such situations, please let me know ahead of time so we can make a plan to catch you up and keep you on track with major projects. Please note that due to the nature of discussion- and workshop-based writing courses, some daily work may not be able to be made up (see below).

Academic honesty/integrity statement:

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

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