English Composition 1

Course prefix: ENGL

Course number: 1101

Section: P1

CRN (you may add up to five):
89740

Instructor First Name: Mary

Instructor Last Name: Mann

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:

1. **The Everyday Writer**

Author: Andrea A. Lunsford | Publisher: Macmillan | ISBN: 9781319332037

Purchase Links: [Macmillan](), [Amazon]()

2. **Georgia Tech Writing and Communication Program, WOVEN text Open Educational Resource:** [woventext.lmc.gatech.edu]()

Grading policy:

Assignments:

Project 0 - Common First Week Letter – 5%

Project 1 – Literature Laboratory – 15%

Project 2 – Case Study – 20%

Project 3 – Commentary – 20%

Final Portfolio – 20%

Participation – 20%

The Georgia Tech grading scale applies to this course:

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: 0-59 points

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. Not attending a scheduled class session in-person results in an absence.

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. Therefore, this course allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students). Please provide documentation from your professor, coach, or advisor if you must miss class for school-related or athletics-related reasons. Doctors notes are not required for short-term illness. Please do not schedule non-urgent medical, dental, or cosmetic appointments during our class time.

If you need to miss class, email me as soon as possible. I will explain how to access materials or make up work you may have missed during your absence. **Students may miss a total of four (4) classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2 percentage points from a student's final grade.** Missing more than 50 percent of our class sessions (>13 classes) may result in failure of the class, as determined by the instructor of the course in consultation with the Director of the Writing and Communication Program.

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

Core IMPACTS statement(s) (if applicable):

ENGL 1101 ENGL COMPOSITION I

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