

# English Composition II

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Last Updated: Sat, 01/03/2026

**Course prefix:** ENGL

**Course number:** 1102

**Section:** J4

**CRN (you may add up to five):**  
30409

**Instructor First Name:** Blake

**Instructor Last Name:** Beaver

**Semester:** Spring

**Academic year:** 2026

**Course description:**

**ENGL 1102. English Composition II**

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:**

## ENGL 1102 Course Outcomes

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### 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.

## **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>)

HBO, *Succession*, Season 1

(<https://www.primevideo.com/detail/Succession/0FRV1949U7UCHCOF73EWTA8AGI>)

You will also need access to the first season of another series for your TV Journal Entries and Project 3 by subscribing to a platform where the series is available or by purchasing the season on Amazon Prime Video, Apple TV, or Google Play.

## **Grading policy:**

### **Assignments**

- Common First Week Video: 5% of final grade
- Project 1: 18% of final grade
- Project 2: 19% of final grade
- Project 3: 19% of final grade
- Final Portfolio: 14% of final grade
- TV Journal Entries: 5% of final grade
- Quizzes: 9% of final grade

- Participation: 11% 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.** Less than competent — rhetorically, aesthetically, and/or technically.

F: 0-59

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

### **Attendance policy:**

#### **Attendance**

Attendance and participation are essential to success in courses in the Writing and Communication Program. Accordingly, 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 when you are ill, 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 permitted for institute-approved absences (e.g., those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students). 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% from a student's final grade.

If you are absent, please reach out to Dr. Beaver to ask how you can make up any missed work.

#### **Tardiness**

Arriving late to class will result in partial absence, reducing your presence by 20% or more, depending on the time of arrival.

**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):**

## **ENGL 1102 Core Impacts Statement**

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**ENGL 1102 ENGL COMPOSITION II**

**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