COMPOSITION I

ENGLISH 1101

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Course Description

Georgia Tech English courses are designed to strengthen your ability to communicate effectively while challenging you to think critically about how communication works. In these courses, we approach communication as a *multimodal* skill. Basically, we use the term "multimodal" to acknowledge that we use English language skills across multiple modes: we write, we speak, and we also communicate visually, electronically, and non-verbally. At Tech, each English course takes on a unique theme designed by instructors like me and my colleagues. While these themes give us something to communicate about, they also help you develop particular communication skills, depending on the attributes of the theme. **Because this section of English 1101 corresponds with the FYFA program at Georgia Tech's European campus in Metz, France, it offers a unique opportunity for exploring communication in a cross-cultural context.**

Our Goals

The main goal of this class is to help you practice and improve your ability to communicate. We'll use the acronym WOVEN to identify the five main modes of communication: Written, Oral, Visual, Electronic, and Nonverbal. During the term, you'll be invited to identify one of the WOVEN modes as your personal area of focus.

Georgia Tech Education Goals for All English 1101 Courses

In addition to your personal goals and the specific goals of our course section, Georgia Tech has set three overarching goals for all English 1101 courses:

Primary Learning Goal: Communication
To demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language.

Secondary Learning Goal: Critical Thinking
To be able to judge factual claims and theories on the basis of evidence.

Secondary Learning Goal: Humanities, Fine Arts, and Ethics
To be able to describe relationships among languages, philosophies, cultures, literature, ethics, or the arts.

Course Materials

Required Textbooks
- *WOVENText*, Digital Edition, ISBN 9781319429386
- Additional materials will be available through Canvas in digital formats.

  Texts are available through the Georgia Tech bookstore or can be purchased through other venues.

Hardware
- A laptop or desktop computer with high-speed internet connection for access to course communications, participation, and evaluation
- A microphone and/or webcam for video production, conferencing, and collaboration when necessary

Software
- An active Georgia Tech Canvas account
- A program that can open PDFs (such as Acrobat or Preview)
- A word-processing tool such as Microsoft Office, Apple's Office suite, or other open-source equivalent *(please do not use Pages as it is not compatible with Canvas)*

Course Content

Many of the texts we will explore together this term deal with difficult issues and have troubling and disturbing content. Religion, sexuality, and politics will be in our reading and conversation; cruelty and violence are often present in texts about culture and history. We will be thoughtful in taking up issues that can and should disturb us, as they raise special ethical, intellectual, and emotional challenges.

Assignments and Artifacts

This term, you will complete four "artifacts," multimodal communication assignments that will require high-level use of your WOVEN communication skills. To complete each artifact, you'll turn in several smaller assignments, such as drafts, peer reviews, and reflections. More details to come later on. You will also be evaluated for how you prepare for, contribute to, and support our classroom community. This "Classroom Community Citizenship" grade will be reported three times: during week 4, 9, and 16.

At the end of the term, in lieu of a final exam, you will produce a multimodal e-portfolio of the work you have completed this term. The portfolio will demonstrate how you have met specific course outcomes through short interpretive essays, multi-modal illustrations, and a long-form reflective essay. *This assignment is completed by all Georgia Tech ENGL 1101 and 1102 students.*

You are strongly encouraged to prepare for the final portfolio throughout the term, and one of the ways to do this is to **maintain a cumulative file that includes all your assignments, drafts, and final versions**. This file will serve as a basis for you to assess your improvement during the semester and to select samples for your portfolio. Number your drafts as you revise your work (e.g., version 1.0, version 2.0, and so on), and **do not delete your own copies of assignment files** after you submit the assignment.

Late and Missing Assignments

Assignments turned in after the due date **lose 10% of the assignment's value (one letter grade) per day, including weekends and holidays.** You may ask for an extension if the assignment is due more than 72 hours (3 days) later, and the earlier the better. I may not grant the extension. Missing work is counted as a "zero."

Revisions of Assignments

In this class, you will have an opportunity to revise some of your work, often after it has been reviewed by your peers or instructor. When you revise, do not assume that your readers have noted every error on your documents; although they will identify some errors and specific ideas for improvement, it's ultimately up to you to revise carefully and proofread thoroughly--a good habit to get into.

> *In case of emergency...*
> While the policies above will apply in most situations, I understand that things happen in our lives that are outside of our control. I'm always willing to make special accommodations when situations require. Please do your best to keep in me the loop and communicate in advance so I can support you.

Course Policies and Additional Student Resources

Attendance Expectations

You may need to be absent from scheduled classes or laboratories for health-related and personal reasons. If you are absent, you are responsible for all material covered in your absences, and you are responsible for the academic consequences of your absences. Please discuss planned absences with me as soon as possible after the beginning of an academic term. It may not always be possible for you to make up work completed during the classes you miss.

Dean of Students Office, CARE Center, Counseling Center, Stamps Health Services, and the Student Center

Both in-person and virtual appointments are available at the CARE Center (https://care.gatech.edu) and the Counseling Center (https://counseling.gatech.edu). Student Center services and operations are available on the Student Center website: https://studentcenter.gatech.edu. For more information on these and other student services, contact the Dean of Students or the Division of Student Life, https://studentlife.gatech.edu.

Information Related to Covid-19

Students are expected to be familiar with and abide by Georgia Tech-Lorraine guidelines, information, and updates related to Covid-19. For Institute-wide operational updates, Frequently Asked Questions, and other details see the Tech Moving Forward site, https://health.gatech.edu/tech-moving-forward. For policies specific to Covid-19 at Georgia Tech-Lorraine, visit https://lorraine.gatech.edu/gtl-covid-19-updates-and-news. Please note that USG institutions may not require a vaccine to participate in a study abroad program; however, students are strongly encouraged to assess how being unvaccinated will affect their study abroad experience. Students who are unvaccinated will not receive an accommodation if they are unable to complete portions of the course due to being unvaccinated. This may affect their experience and evaluation of their academic participation.

Recordings of Class Sessions and Required Permissions

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course. Students may not record or share the materials or recordings, including screen capturing or automated bots, unless the instructor gives permission.

- For classes where participation is voluntary, students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.

- For classes requiring class participation, if students are identifiable by their names, facial images, voices, and/ or comments, written consent must be obtained before sharing the recording with persons outside of currently enrolled students in the class.

Assessment

The work you submit for a grade in this class will be evaluated in a variety of ways. Sometimes, your peers and I will assess your work before you submit it for a grade, which gives you an opportunity to make changes. At other times, items you turn in may be assigned credit based on level of completion or a specific point system. Final versions of your primary artifacts will receive written feedback from me, and I may also use feedback charts to communicate with you about your work.

All English 1101 and 1102 courses use the following chart for assigning letter grades.

Letter grade (NB: +/- are only for grading assignments. Georgia Tech does NOT use +/- for course grades.)	Numeric Equivalent in this Class
A+	98-99
A **Superior performance**—rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.	94-97
A-	90-93
B+	88-89
B **Above-average, high-quality performance**—rhetorically, aesthetically, and technically.	84-87
B-	80-83
C+	78-79
C **Average (not inferior) performance**. Competent and acceptable—rhetorically, aesthetically, and technically.	74-77
C-	70-73
D+	68-69
D **Below-average performance**. Less than competent — rhetorically, aesthetically, and/or technically.	64-67
D-	60-63
F **Unacceptable performance**. Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.	1-59
0 (zero) Work not submitted	0

Common Feedback Chart

Below is an assessment rubric designed for general use in ENGL 1101 and 1102 courses.

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
Rhetorical Awareness Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
Stance Argument, significance and implications ("so what" factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
Development of Ideas Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument,
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
Conventions Expectations for grammar, mechanics, style, citation	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
Design for Medium Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don't support argument	Uses features that support the argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

Common Policies

In addition to the policies spelled out in this Getting Started module, Georgia Tech's Writing and Communication Program has common, program-wide policies on the topics listed below. Access the full text of these policies at: https://sites.gatech.edu/wcppolicies/engl-1101-and-1102-common-policies-fall-2021/

1. Georgia Tech General Education Outcomes for English 1101 and English 1102
2. Learning Outcomes for English 1101 and English 1102
3. Evaluation Equivalencies
4. Common Feedback Chart
5. Course Completion
6. Attendance (In-person and Remote Synchronous Classes)
7. Engagement and Participation
8. Required Textbooks
9. Dean of Students and Counseling Center
10. Statement Regarding Insecurity
11. Campus Carry
12. Safety
13. Student Support Resources
14. Non–Discrimination and Inclusion
15. Naugle CommLab (Communication Center)
16. Accommodations
17. Academic Misconduct
18. Syllabus Modifications
19. Final Instructional Class Days and Reading Periods
20. Multimodal Reflection Portfolio
21. Multimodal Portfolio Submission Policies
22. Technical Support