

## ENGL 1101 Syllabus

First Year Composition I, [Section], 3.0- Credits]

Fall 2026

### Instructor Information

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**Instructor:** Cameron Lee Winter, PhD

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### General Course Information

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#### **Description**

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**

##### **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.

The following concepts are the core of the WCP program and are common to every course and every section. You will understand, practice, and develop confidence in articulating skills within these critical concepts. The goals below are distillations of the rules and guidelines provided [at this link by the USG Board of Regents](#), the Council of Writing Program Administrators, and additional expectations set by the GT Writing & Communications Program.

<p><b>Rhetorical Knowledge</b></p> <p>Rhetorical knowledge focuses on the available means of persuasion, considering factors such as context, audience, purpose, genre, medium, and conventions.</p>	<p>Explore and use with purpose key rhetorical concepts through analyzing and composing a variety of written texts. These concepts include:</p> <ul style="list-style-type: none"><li>• Rhetorical situation: purpose, audience, context</li><li>• Genre</li><li>• Argumentation: controlling purpose, evidence</li></ul> <p>Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes</p>
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	<p>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</p>
<p><b>Critical Thinking, Writing, and Composing</b></p> <p>Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, sources, situations, and texts.</p>	<p>Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts</p> <p>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</p> <p>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</p>
<p><b>Processes</b></p> <p>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.</p>	<p>Understand that writing is a process</p> <p>Develop a writing project through multiple stages</p> <p>Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing</p> <p>Use composing processes and tools as a means to discover and reconsider ideas</p> <p>Experience the collaborative and social aspects of writing processes</p> <p>Learn to give and to act on productive feedback to works in progress</p> <p>Reflect on the development of composing practices and how those practices influence their work</p>

<p><b>Modes, Media, and Technology</b></p> <p>Composition occurs in multiple modes: Written, Oral, Visual, Electronic, and Nonverbal (WOVEN). Likewise, composition uses a range of technologies and media to develop and disseminate its messages.</p>	<p>Develop an understanding of the ways in which rhetorical concepts can be transferred to multimodal artifacts</p>
<p><b>Knowledge of Conventions</b></p> <p>Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness.</p>	<p>Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising</p> <p>Learn common formats and/or design features for different kinds of written texts</p> <p>Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions</p>

**Required Course Materials**

N/A

**Grading Policy:**

**Artifact 0:** First Week Diagnostic Video: 5%

**Artifact 1:** Memoir Project: 20%

**Artifact 2:** Individual Monument Project: 22.5%

**Artifact 3:** Collaborative Podcast Project: 30%

**Class Participation:** 7.5%

**Final Portfolio:** 15%

**Description of Graded Components**

**Artifact 0:** In this assignment, you will write a 500-word post to introduce yourself, identify the course you are taking, and articulate a challenge you anticipate facing in the coming semester of ENGL 1101.

**Artifact 1:** You will compose a memoir indirectly defining the idea of belonging or authenticity without using the words belonging, belong, belongs, belonged, etc. or authenticity, authentic, etc. You will define this by speaking to an event, moment, situation, or narrative in your life that emblemizes a time, place, event, or experience in which you felt like you did and/or did not belong.

**Artifact 2:** Narrate the history and story of a chosen monument / memorial, using plentiful context and analysis to convince us about the space's messages intentional, explicit, unintentional, or implicit and whether or not this is an appropriate monument, what should be done with it, and why. This will take the form of a magazine article of 1,300-2,000 words (between 3-5 pages depending on page design).

**Artifact 3:** The ultimate end of this "unit" consists of you and an interdisciplinary group of your peers composing an informative, educational, entertaining (infotainment) podcast episode of 15-20 minutes in length that focuses on an issue, problem, concept, or idea relative to the France and the US. Along the way, you will embed yourself in your "discourse community" (your major, intended major, profession, etc.) by learning about its rhetorical practices and values, locate and understand peer-reviewed academic research, procure fictional funding through a simple "grant proposal," and learn to project research outward to a general audience by emphasizing stakes and impact.

While, due to your roles in the podcast group, you may not have the chance to draw on that disciplinary perspective within the podcast episode, you will at least put into practice strategies for reading and understanding the privileged genres of your discourse community (academic or professional discipline). To accomplish these goals, we must approach this final podcast in stages and practice in multiple genres.

**Final Portfolio:** Provide a collection of your major projects throughout this semester. In addition, you will narrate your processes, improvements, and challenges in communication, meeting assignment goals and how you achieved course learning outcomes, synthesizing content we've already built throughout the semester.

## Course Policies

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### USG Required Course Policies [remove this heading in your final syllabus]

#### Attendance and/or Participation

Writing and Communication Program courses require students to be active in engaging with their courses. This engagement takes different forms depending on the instructor's expectations and requirements for the course. Students should attend, participate, and engage in the course according to the instructor's requirements, as indicated on the course syllabus.

As this is a two-day a week course, students may not miss more than four classes. The first four absences are automatically excused. Exceeding four absences will result in an automatic deduction of the final course grade by 10% per absence.

I call attendance at the beginning of each class, and if I don't register a student as in attendance, the student will be marked as absent. If you are tardy, you must talk to me after class to make sure you were marked in attendance.

Tardiness is distracting to me and to your classmates. Often, our class activities must begin by the beginning of class. And, given that you all are living in extraordinary proximity to our classrooms, tardiness will not be tolerated. Accumulating three tardies will result in an

automatic absence that will go toward your absence count and will negatively impact class participation grades.

Should there be a medical or personal emergency, please contact the Dean of Students Office for assistance and for proper documentation so that I might excuse it should it fall outside of the allowed five. No, I do not accept pictures of doctor's notes or thermometers. Certified medical professionals and their office will need to email me with confirmation, which you can usually get through the health center if you make an appointment and visit them.

As a class about writing and communication, you will be expected to communicate and participate in a variety of ways. You should expect to engage regularly in a variety of in-class activities and exercises—oral, visual, and written, and individual and collaborative. This has an impact on your Class Participation Grade, which is tied up with individual artifact units.

In class activities may include:

- Discussions about readings, assignments, and artifacts where you share your insights, answer questions offered to the class, and positively engage with classmates in these discussions.
- Free writing activities and occasional low- to no-stakes quizzes
- Workshops, including collaborative planning, in-class designing/writing, feedback on works in progress, peer reviewing, and peer editing.
- Various kinds of oral presentations and improvisation lessons for verbal and non-verbal communication
- Listening to and asking questions of guest speakers
- Watching and responding to videos, examples, demonstrations

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Core IMPACTS**

This is a Core IMPACTS course that is part of the Communication in 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 Outcome:

- 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

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Other policies may or will be added by the start date of classes and will be accessible in the course Canvas page. The instructor reserves the right to change the syllabus to meet course descriptions and learning goals and outcomes.