

76-100 Course Information, Schedule, and Descriptions

76-100 is a portfolio-based, academic reading and writing course for multilingual students, particularly those who are not native speakers of English or who consider English to be their weaker language. In the course, students read and write about academic texts (e.g., research articles, book chapters) related to a central topic in order to develop a toolkit of writing and reading resources. Skills addressed include paraphrase, summary, argument and counter-argument refutation, synthesis and citation of outside sources, library resources, and critique of textual support. By the end of the course, students will be able to write to meet the expectations of U.S.-centric university readers. Students who take this course qualify through an online placement test that is administered through the university prior to the Fall semester. Alternatively, students can choose to forgo the placement test if they prefer to enroll in 76-100 during their first semester.

76-100 requires a different set of written assignments and focuses on a different set of skills than the other First-Year Writing course offerings. It is **not** an easier version of these other courses; it is a completely different course. Whether or not you are placed in 76-100 is dependent on which skills you demonstrated mastery of on your placement exam.

Please continue reading to see the particular descriptions for the 76-100 courses, as well as their schedules and faculty.

76-100 Course Schedules and Descriptions

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76-100 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Theme	Course Modality
76100 B	MWF 9:05-9:55AM	Jungwan Yoon	Language and Identity	In-person
76100 C 76100 D	MWF 10:10-11:00AM MWF 11:15-12:05PM	Julia Salehzadeh	Technology and its Quandaries	In-Person
76100 E 76100 F	MWF 12:20-1:10PM MWF 2:30-3:20PM	Heidi Wright	Technology and its Quandaries	In-Person
76100 I	TR 10:10-11:30AM	Megan Heise	Language and Identity	In-Person
76100 J	TR 1:25-2:45 PM	Yishan Wang	Language and Identity	In-Person

76-100 Course Theme Descriptions

Technology and its Quandaries (*Wright: Sections E&F, Salehzadeh: Sections C&D*)

We are surrounded by technology. It permeates every aspect of our lives, enabling us to communicate, work, and heal more efficiently. It also intrudes on our personal and moral spaces, raising questions about privacy, job security, and medical boundaries. In this course, we will examine the impacts of the internet/social media, artificial intelligence, and biomedical engineering on daily life and the ethical issues raised by each of these phenomena. We have the ability to create and share items that were once considered part of science fiction, but now we must decide which activities and projects are in the best interest of life on earth, and which could ultimately destroy us.

Over the course of the semester, students will read a range of texts, and then compare, contrast, summarize, evaluate, and synthesize authors' arguments. Students will use the information and skills learned from these analyses to propose the subject for their final papers: a source-based, thesis-driven argument that takes a position on one of the controversies about technology.

Language and Identity (*Wang: Section J, Yoon: Section B, Heise: Section I*)

Language and Identity What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about an issue related to language/language learning and our relationship(s) with the language(s) we use.