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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*This version of the document was updated on 7/19/2020 and is subject to change.*
# 76-100 Course Schedule

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<tr>
<th>Section</th>
<th>Day and Timeslot*</th>
<th>Instructor Name</th>
<th>Course Theme</th>
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<tbody>
<tr>
<td>76100 A</td>
<td>MWF 9:20-10:10 AM</td>
<td>Jungwan Yoon</td>
<td>Language and Identity</td>
<td>In-Person + Remote</td>
</tr>
<tr>
<td>76100 B</td>
<td>MWF 10:40-11:30 AM</td>
<td>Heidi Wright</td>
<td>Technology and its Quandaries</td>
<td>Remote Only</td>
</tr>
<tr>
<td>76100 E</td>
<td>MWF 1:20-2:10 PM</td>
<td>Heidi Wright</td>
<td>Technology and its Quandaries</td>
<td>Remote Only</td>
</tr>
<tr>
<td>76100 H</td>
<td>TR 8:00-9:20 AM</td>
<td>Keely Austin</td>
<td>Sustainable Development</td>
<td>In-Person + Remote</td>
</tr>
<tr>
<td>76100 I</td>
<td>TR 9:50-11:10 AM</td>
<td>Keely Austin</td>
<td>Sustainable Development</td>
<td>In-Person + Remote</td>
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<td>76100 J</td>
<td>TR 1:30-2:50 PM</td>
<td>Colby Gillette</td>
<td>Cultural Aspects of Dreaming</td>
<td>In-Person + Remote</td>
</tr>
<tr>
<td>76100 K</td>
<td>TR 3:20-4:40 PM</td>
<td>Colby Gillette</td>
<td>Cultural Aspects of Dreaming</td>
<td>In-Person + Remote</td>
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*Note: Course times may change. Please revisit this document and SIO regularly for updates.
76-100 Course Theme Descriptions

Representing my Self in Language...Being Myself in Language

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 our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and language choices in academic English.

Technology and its Quandaries

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.

Sustainable Development Peri- and Post-COVID: Build Back Better

What is sustainable development? How has it changed because of the global experience of COVID-19? How are countries and companies finding ways to “build back better”? In this version of 76-100, students will read and write a variety of texts about the general theme of what it means to build back better in peri- and post-COVID-19 times, framed by the United Nations Sustainable Development Goal (SDG) #12: Responsible Consumption and
Production. Throughout the semester, students will summarize, compare, and respond to other writers who discuss topics related to this theme. Finally, in response to these sources, students will write a position paper about some aspect of building back better that considers responsible consumption and production methods (policy, technology, practice, etc.). Students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and language choices in academic English.

**Cultural Aspects of Dreaming**

What are dreams? Do they have meaning? Do these states of consciousness reflect on my personal experience? My cultural experience? Transcultural experience? In this version of 76-100, we will read a variety of texts from the cross-cultural study of dreaming to see how different cultures across the world have developed their own answers to these questions as well as their own practices for working with dreams. We will examine dreams from a psychological and anthropological perspective and especially focus on the relationships between dreams and cultural reality.

Over the course of the semester, students will read a wide range of writings on dreams, and then compare, contrast, summarize, evaluate, and synthesize the different 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 debates about dreams and their connection to the larger context of cultural reality.