

# 76-100 Course Information, Schedule, and Descriptions

76-100 is an academic reading and writing course for multilingual students which offers a space for learners to recognize and use the communicative strengths that are created by knowing two or more languages. Experiences in the course give students the opportunity to draw on multiple cultural and linguistic understandings and practices when analyzing and creating meaningful texts. The course emphasizes critical reading and research strategies for a variety of sources which become the basis for individually- and collaboratively-produced texts. The course introduces students to rhetorical choices within and across languages at the sentence, paragraph, and whole text or genre levels. Students will explore a variety of practices in academic writing (e.g., paraphrase, synthesis, counterargument and refutation, citation) as they relate to genre, audience, purpose, and other factors of a communicative situation. We discuss and practice explicit rhetorical and linguistic conventions for writing in academic English so that writers make choices to connect with readers in academic and professional discourse communities.

Students who take this course qualify through an online placement test that is administered through the university prior to the fall semester; students are also able to self-select enrollment in the course. All 76-100 courses are structured by the learning objectives shared across sections of the course, but sections present different themes in their readings.

## 76-100 Course Schedules and Descriptions

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## 76-100 Course Schedule

<b>Section</b>	<b>Day and Timeslot</b>	<b>Instructor Name</b>	<b>Course Theme</b>	<b>Course Modality</b>
76100 A	MWF 9:00-9:50AM	Janine Carlock	Language, Culture, and Identity	In-Person
76100 B	MWF 9:00-9:50AM	Jungwan Yoon	Language, Identity, and Culture	In-Person
76100 E 76100 F	MWF 12:00-12:50PM MWF 2:00-2:50PM	Heidi Wright	Technology and its Quandaries	In-Person
76100 I	TR 9:30-10:50AM	Keely Austin	Technology and Equitable Sustainability	In-Person

## 76-100 Course Theme Descriptions

### **Language, Culture, and Identity (*Carlock: Section A*)**

What does it mean to be able to use multiple languages, and (why) does it matter to you? How is language connected to culture? How do we adapt our language in order to communicate within a particular community? Language is ubiquitous, and we assume that knowledge of a language will grant us the ability to communicate effectively with another. However, because communication consists of two parties – a giver and a receiver – with individual experiences and identities, simply knowing the vocabulary or grammar of a language is not enough to convey meaning. According to Du Bois (2011), language shapes “our own relation to a socially organized lifeworld, one where the verbal calibration of diverse perceptions becomes part of the negotiation of ongoing social life.” By and through language, we establish connections or disconnections with others, position ourselves in relation to particular perspectives, people or cultures, and negotiate our identities. In other words, language is the very essence of what shapes human experience.

In this section of 76-100, we will explore a range of texts that delve into the intricate ways language influences our perceptions of self, others, and the world. We will specifically focus on developing an understanding of the interconnections of language with culture and identify and explore how these interconnections impact our ability to communicate with and understand others. Throughout the semester, we will engage in summarizing, comparing, analyzing, and responding to writers and speakers who discuss this topic. Ultimately, in response to the multiple sources we’ve examined, we will compose a research argument paper addressing an issue related to language, culture and identity with the goal of making informed contributions to the existing public discourse.

### **Language, Identity, and Culture (*Yoon: Section B*)**

How many languages do you speak? Do you consider yourself bilingual or multilingual? What does it mean to be able to use multiple languages, and (why) does it matter to you? While language is ubiquitous and often taken for granted, language is more than a means for mere communication. According to Du Bois (2011), language shapes “our own relation to a socially organized lifeworld, one where the verbal calibration of diverse perceptions becomes part of the negotiation of ongoing social life.” By and through language, we establish connections or disconnections with others, position ourselves in relation to particular perspectives, people or cultures, and negotiate our identities. In other words, language is the very essence of what shapes human experience.

In this section of 76-100, we will explore a range of texts that delve into the intricate ways language influences our perceptions of self, others, and the world. We will specifically focus on using English as an additional—or second—language and address issues such as language standardization, stigmatization, bi/multilingualism, and code-switching/code-meshing. Throughout the semester, we will engage in summarizing, comparing, analyzing, and responding to writers and speakers who discuss this topic through various tasks. Finally, in response to

multiple sources we've examined, we will compose a research-based argument paper addressing an issue related to language/language learning and our relationship(s) with the language(s) we use with the goal of making informed contributions to public discourse about language.

### **Technology and its Quandaries (*Wright: Sections E & F*)**

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.

### **Technology and Equitable Sustainability (*Austin: Sections I*)**

Language use and textual production occur within specific environments. While communication forms and practices seem to be fixed, they are actually flexible and always changing. By becoming aware of the valued features and forms, language users can not only create texts that meet audience expectations and community norms, but also challenge and change them. Recent developments in generative AI, specifically large language and large multimedia models (LLMs/LAMs), have offered advances in automation, increased access to/less costly availability of services, and greater analytical efficiency; however, they have also replicated biases and inequities found in the data sets on which they were trained. In this course, we will explore, summarize, compare, and respond to writers and speakers who are developing technologies that influence equitable sustainability as framed by the United Nations Sustainable Development Goals (SDGs). Informed by these ideas, learners will write an argument paper about some aspect of technology-influenced sustainability to suggest ethical policies, methods, practices, or a solution for a specific population or phenomenon.