General Introductory Information about ENGL 1313 for New Adjuncts

General information:

* ENGL 1313 is focused on two main concepts: Introducing students to basic academic writing *and* having them think rhetorically about the world.
* By the end of the course, students should know how to write a short paper in APA style and understand some basic concepts in rhetorical studies.
* The course follows a Writing About Writing (WAW) approach. This means that all writing assignments and projects are focused on developing students as more complex thinkers about writing, language, and communication.
* The course does not require a textbook; please use free, open-source materials.
* You will most likely not be in a computer lab but most student have laptops or tablets. Students can rent a laptop through IT if necessary.
* You will eventually be sent information on how to access Canvas and other UNTD resources so keep an eye out for these emails.

We are happy to have you on board as an adjunct. Please let me know if you ever have any questions.

**Note concerning complex readings such as “Concept of Discourse Community” and “Rhetorical Situations and Their Constituents.”**

For those two readings, I never assign them as homework. I do a read-along in class where I print out a copy of excerpts from the readings and I have students follow along as I read. I stop very often to explain information to the students and have them write marginal notes on the document and notes in their notebook/laptop. I also don't cover the entire articles. I only choose the main points of the articles to go over with the students.

For example, with the reading "Rhetorical Situations and Their Constituents", I want students to come away knowing (1) what a rhetorical situation is, (2) what the term "constituents" means, (3) what the three constituents are/mean and (4) how all of this connects to students' own real-life rhetorical situations.

I will spend 1-2 class sessions on this article and its concepts and connecting the concepts to student examples of rhetorical situations. Some rhetorical situations I have used to discuss the concepts brought up in this article include:

* ordering food at a McDonald's drive thru
* writing an email to a professor
* writing a text message to a friend
* delivering a speech to a large audience
* writing a research paper for a history class
* talking to a representative at a cell phone company about a billing issue

Overall, I cover/read maybe 40% of the actual article then focus on connecting the main ideas of the article to students' lived experiences and lived rhetorical situations.

**Another option is to employ Artificial Intelligence tools to help with comprehension such as NotebookLM.**

Please feel free to follow this model as we need to simplify those graduate-level readings for our students while also pushing them as critical thinkers.