

Course Title:	UConn ECE English 1007 Seminar & Studio in Academic Writing and Multimodal Composition
Grade(s):	12

Course Description
ENGL 1007 introduces students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. Writing, here, is project-building—a practice of making something, composing—and the course reflects this attention to purposeful engagement and meaningful contribution. As a prerequisite to many University courses and all Writing Competency courses, First-Year Writing seminars foreground collaborative, student-driven inquiry developed in the context of a shared course investigation. Students work on projects in which they select and define places where they might advance the class conversation across various media.
Approved Curricular Materials/Textbook(s)
Ede, Lisa. <i>Becoming Rhetorical: Analyzing and Composing in a Multimedia World</i>. 2nd ed., Cengage, 2020. Harris, Joseph. <i>Rewriting: How to Do Things with Texts</i>. 2nd ed., Utah State University Press, 2017. Highsmith, Patricia. <i>The Talented Mr. Ripley</i>, W.W. Norton & Co, 2008. Homer. <i>The Iliad</i>. Translated by Emily Wilson, W.W. Norton, 2023. --- <i>The Odyssey</i>. Translated by Emily Wilson, W.W. Norton, 2018. Ibsen, Henrik. <i>A Doll's House</i>. Translated by Michael Meyer, Methuen Drama, 1960. Shelley, Mary. <i>Frankenstein</i>. Edited by J. Paul Hunter, 2nd ed., Norton Critical Edition, W.W. Norton, 2012. Sophocles. <i>The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus</i>. Translated by Robert Fagles, Penguin Classics, 1984. Spellmeyer, Kurt, and Richard E. Miller, editors. <i>The New Humanities Reader</i>. 5th ed., Cengage Learning, 2015. Student-selected texts for independent study

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1:	<i>What is "college writing"?</i> Students begin by examining what college-level writing asks of them: curiosity,	4 weeks (September)

“Coming to Terms” with College Writing	close reading, question-posing, and the willingness to rethink ideas. They explore writing as a process of discovery rather than a search for “right answers.” Assessments: • Diagnostic Writing • From “Footstools” to College Writing Essay	
Unit 2: Belonging, Responsibility, & Connection	<i>How do people seek understanding and acceptance when they feel disconnected?</i> Students study how <i>Frankenstein</i> invites ethical and social questions. They design a social media awareness campaign that connects themes from <i>Frankenstein</i> to a modern issue. Workshops focus on visual communication, storyboarding, and audience awareness. Assessments: • Two-Page Spread Series • Entering the Chat: A Multimodal Social Media Campaign	8-10 weeks (October-December)
Unit 3: Greek Epics: The Pull of Home	<i>Why do stories across time return to themes of return, growth, and change?</i> Students explore what home, exile, loyalty, and resilience mean both in the ancient world and today. They learn how to build a focused research question, gather sources, and connect literature to their own transitional moment as seniors. Assessments: • Annotated Bibliography • Letter to My Future Self	6-8 weeks (January-February)
Unit 4: Greek Tragedy: Choices, Consequences, and Community Values	<i>What can classic stories teach us about responsibility and the ties that shape communities?</i> Students learn to apply philosophical ideas to literature and to ask deeper ethical questions. They work collaboratively to create a mini-documentary that connects the themes of tragedy to real issues or local histories, then design a promotional poster to share their work publicly. Assessments: • Mini-Documentary • Promotional Poster	4-6 weeks (March-April)
Unit 5:	<i>How do individuals navigate expectations as they define their own paths?</i> Students examine how dramatic texts engage questions of autonomy, identity,	6 weeks (April-May)

<i>A Doll's House:</i> Identity, Independence, and Personal Decision- Making	and societal expectation. They choose a public-facing genre, such as an op-ed, blog post, or open letter, to join contemporary conversations sparked by the play. Assessment: Argumentative Public-Facing Essay	
Unit 6: Final Portfolio	<i>How do we return home to our own writing?</i> At both the midway point in the course and in the final weeks, students curate work and reflect on learning, tracing how their understanding of home, and of writing, has changed across the year. The Portfolio is both archive and essay. Assessments: Final, Revised Digital Portfolio & Video Essay	2 weeks (May-June)