

2005/ 2006 Drafts of English Composition and Reading Student Learning Outcomes

GOALS

- ❑ End of Spring 2006: Draft SLOs for core composition courses.
- ❑ End of Fall 2006: Draft SLOs for core reading courses.
- ❑ End of Fall 2006: Draft an assessment plan for English 836/846 with Ariel Vigo chairing the process.
- ❑ End of Fall 2006: Draft a rubric with which to assess English 836/846 essays.
- ❑ Spring 2007: Submit revised course outlines with SLOs to the Curriculum Committee in Fall 2006 as the first step for our Program Review Self-Study; to further “define” the SLOs, subcommittees also will need to revise the (a) course objectives and (b) typical assignments.
- ❑ Spring 2007: Implement the assessment plan for English 836/846.
- ❑ Spring 2007: Begin to draft SLOs for literature courses.

SUBCOMMITTEES FORMED AT THE 4/28/05 MEETING **(listed first are the chairs of each subcommittee)**

English 826:	Rachel, Connie, Hilda Fernandez
English 836/846:	Ariel, Lucia, Karen, Erica Dyquisto,
English 100/105:	Jeff, Kathleen, Jim, Tiffany Fox
English 110:	Kathleen, Nina, Katharine
English 165:	Liza, Karen, Doug,
Reading 826/ 836:	Betty, Linda, Gloria Yee

L.A./ ENGLISH & READING MEETINGS FOCUSED ON DRAFTING SLOs

- September 19, 2005 (Introduction; distinguishing between objectives & SLOs)
- October 26, 2005 (English 826)
- November 16, 2005 (exclusively focused on SLOs; English 826 & 836)
- March 15, 2006 (Overview of Framework; English 836 & 100/ present were Georgia, Dennis, Lucia, Betty, Katharine, Nina, Rachel, Linda, Karen, Kathleen, Tom, Liza, Nancy)
- April 25, 2006 (First two bullet points of English 100 & 110; revised English 826 & 836/ present were Jim, Nina, Katharine, Ariel, Betty, Kathleen, Tom, Linda, Rachel, Karen)
- May 17, 2006 (Finalized all English courses except for one bullet point under English 100)
- August 22, 2006 (Finalized English 100 and Reading courses; present were Katherine, Nina, Rachel, Kathleen, Betty, Karen, Ariel, Hilda, Lucia)

SUBCOMMITTEE MEETINGS FOCUSED ON DRAFTING SLOs

- English 826: September 19, 2005; September 27, 2005; October 6, 2005; October 13, 2005

- English 836/846: October 20, 2005
- English 100/105: November 2, 2005; February 28, 2006; March 7, 2006; e-mailing Spring 2006
- English 110: October 24, 2005; February 24, 2006; e-mailing Spring 2006
- English 165: October 19, 2005; November 2, 2005; April 4, 2006
- Reading 826/836: October 5, 2005; October 12, 2005

English 826

Upon completion of the course, students will be able to:

- Overall essay unity/thesis: Write focused, coherent, well-developed largely text-based essays appropriate to the basic skills level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- Critical reading/writing/thinking: Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view.
- Critical reading/writing/thinking: Apply documentation skills.
- Metacognition: Perceive themselves as improved writers and thinkers.

Reading 826—draft#2, Aug 15, 2006

Upon completion of the course, students will be able to:

- Literal comprehension: Demonstrate a literal comprehension of basic-level readings.
- Critical comprehension: Analyze, synthesize, and evaluate basic-level readings.
- Application of study-reading strategies: Determine and apply appropriate study-reading strategies to basic level readings.
- Metacognition: Perceive themselves as improved readers and thinkers.

English 836

Upon completion of the course, students will be able to:

- Overall essay unity/thesis: Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- Critical reading/writing/thinking: Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view.
- Critical reading/writing/thinking: Apply basic research and documentation skills.
- Metacognition: Perceive themselves as improved writers and thinkers engaging in academic discourse in cross-disciplinary contexts.

English 846

- All of the above under English 836.
- Determine and apply appropriate text study-reading strategies: e.g., previewing/reviewing, annotating, note-taking, mapping, outlining, summarizing, test-taking, and assessing reading rate.

Reading 836—Draft #2, Aug. 15, 2006

Upon completion of the course, students will be able to:

- Literal comprehension: Demonstrate a literal comprehension of developmental level readings.
- Critical comprehension: analyze, synthesize, and evaluate developmental reading material.
- Application of study-reading strategies: Determine and apply appropriate text study-reading strategies.

- Metacognition: Perceive themselves as competent college level readers and thinkers.

English 100/105

Upon completion of the course, students will be able to:

- Overall essay unity/thesis: Write sharply focused, coherent, and well developed text-based essays that adhere to the conventions of academic discourse appropriate to the transfer level. Essays should support a self-generated thesis and demonstrate a variety of organizational strategies, using competent standard English appropriate for academic audiences.
- Critical reading/writing/thinking: Demonstrate critical reading, writing, and thinking skills in the development of analytical and evaluative responses to important ideas and arguments from multiple points of view.
- Critical reading/writing/thinking: Utilize developed research skills which include gathering and evaluating sources and applying conventions of documentation.
Metacognition: Demonstrate self-critical awareness of their writing strategies and competencies as they continue to perceive themselves as improved writers, thinkers, and student scholars engaging in academic discourse in cross-disciplinary contexts.

English 110

Upon completion of the course, students will be able to:

- Overall essay unity/thesis: Write coherent, well organized, analytical essays appropriate to the second semester transfer level based on the study of various literary genres. Essays should employ advanced critical thinking strategies as well as conventions of scholarly discourse.
- Critical reading/writing/thinking: Analyze, interpret, evaluate, and distinguish between various literary genres and their elements.

- Critical reading/writing/thinking: Utilize literary critical theories and research to illuminate various literary works.
- Metacognition: Demonstrate critical awareness of their own competencies as they continue to perceive themselves as accomplished writers, thinkers and literary scholars engaged in academic discourse in cross-disciplinary contexts.

English 165

Upon completion of the course, students will be able to:

- Overall essay unity/thesis: Write coherent, well organized, analytical essays appropriate to the second semester transfer level based on the study of various advanced argumentation forms. Essays should employ advanced critical thinking strategies as well as conventions of scholarly discourse.
- Critical reading/writing/thinking: Analyze, interpret, evaluate, and discern the arguments and possible fallacies in non-fiction works and in their research materials.
- Critical reading/writing/thinking Utilize critical thinking and advanced research skills to illuminate various political, social and/or philosophical ideas.
- Metacognition: Demonstrate critical awareness of their abilities as accomplished writers, critical thinkers and scholars engaged in academic discourse in cross-disciplinary contexts.