

## Humanities Institutional (ILO), Program (PLO), and Course (SLO) Alignment

<b>Program: English</b>		<b>Number of Courses: 47</b>		<b>Date Updated 2.15.13</b>		<b>Submitted by Rachel Williams Ext. 5185</b>									
<b>Institutional SLOs</b>	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy									
<b>Program Rating</b>	3	4	4	3	2	4									
<b>Program Level SLOS</b>						<b>ILOs to PLOs Alignment (Rate 1-4)</b>									
						I	II	III	IV	V	VI				
1. Students will demonstrate readiness for transfer-level composition courses by composing an appropriately developed expository essay that integrates and documents sources. The essay should include an introduction with a thesis, body paragraphs with topic sentences, a conclusion and a Works Cited page, and be relatively free of errors in grammar and mechanics.						3	4	4	3	2	3				
2. Students will demonstrate knowledge of literary elements, and familiarity with authors and cultural contexts of representative works.						4	4	4	3	2	4				
3. Students will create a thesis-driven, coherent, unified, and well-developed essay in MLA format that demonstrates reading and writing competence at the transfer level.						3	4	4	3	2	4				
4. Students will demonstrate a knowledge of the creative writing process, an understanding of a variety of creative writing conventions, the ability to critique the work of others, and the ability to produce and revise their own written work within a specific creative genre.						3	4	4	3	2	2				
5. Students will give evidence of preparedness for transfer-level composition courses by successfully comprehending and analyzing essay-length non-fiction texts written for college-bound readers at both literal and critical levels of meaning.						3	4	4	3	2	2				
<b>Course Level SLOs</b>					<b>Course to Program SLO Alignment Mark with an X</b>					<b>ILOs to Course SLOs Alignment (Rate 1-4)</b>					
					P1	P2	P3	P4	P5	I	II	III	IV	V	VI
<b>ENGL 80 Basic Language Skills: SLO #1</b> Students will demonstrate their ability to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.									X	4	4	4	3	3	4
<b>ENGL 80 Basic Language Skills: SLO #2</b> Students will demonstrate their ability to analyze paragraph-length non-fiction texts written at the 5-7th grade level.									X	4	4	4	3	3	4
<b>ENGL 82 Introduction to Reading Skills: SLO #1:</b> Students will demonstrate their ability to comprehend multi-paragraph non-fiction texts written at the 7 <sup>th</sup> -9 <sup>th</sup> grade level.									X	4	4	4	3	3	4

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	P1	P2	P3	P4	P5	I	II	III	IV	V	VI
<b>ENGL 82 Introduction to Reading Skills: SLO #2:</b> Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7 <sup>th</sup> -9 <sup>th</sup> grade level.					X	4	4	4	3	3	4
<b>ENGL 84 Developmental Reading and Writing: SLO #2</b> Students will demonstrate their ability to comprehend non-fiction texts written at the 9th-12th level.					X	4	4	4	3	3	4
<b>ENGL 84 Developmental Reading and Writing: SLO #2</b> Students will demonstrate their ability to analyze non-fiction texts written at the 9th-12th grade level.					X	4	4	4	3	3	4
<b>ENGL C Basic English Skills: SLO #1</b> Write a 150-200 word paragraph using personal narrative or description with a topic sentence, supporting details, and a concluding sentence. The paragraph should use basic rules of grammar, usage, spelling, and punctuation so that a reader can understand the writer's ideas; it should also be double spaced and have an MLA style heading and title.	X					3	3	4	2	2	1
<b>ENGL B Introduction to College Writing:</b> Write a 200-350 word descriptive, reflective, or narrative paragraph(s) that has gone through multiple revisions and responds to a text discussed in class. Paragraphs should include a clear topic sentence and provide supporting details. Paragraphs should be logically organized and focused. Paragraphs should use basic rules of grammar, spelling, and punctuation so that a reader can understand the writer's ideas; they should also be double spaced and follow MLA style for indentation, heading, title, and font.	X					3	4	4	3	2	3
<b>ENGL A Writing the College Essay</b> Write a 500-word multi-paragraph expository essay that responds to a text discussed in class. The essay should include an introductory paragraph with a thesis, 2-4 body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include at least one direct quotation from an outside source. The essay should use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should follow the rules of MLA style for heading, title, running header, indentation, in-text citation, and Works Cited page.	X					3	4	4	3	2	4
<b>ENGL AX Writing the College Essay:</b> Write a 500-word multi-paragraph expository essay that responds to a text discussed in class. The essay should include an introductory paragraph with a thesis, 2-4 body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include at least one direct quotation from an outside source. The essay should use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should follow the rules of MLA style for heading, title, running header, indentation, in-	X					3	4	3	3	2	4

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<b>ENGL 1A Reading and Composition:</b> Students will complete a research-based essay that has been written out of class and undergone revision. The essay must use multiple sources and be focused on a particular topic. It should demonstrate the student's ability to thoughtfully support a single thesis by integrating sources using analysis and synthesis. Citations must be in MLA format and include a Works Cited page. The final draft should be organized and technically correct in terms of paragraph composition, sentence structure, grammar, spelling, and word use.			X			3	4	4	3	2	4
<b>ENGL 1B Literature and Composition:</b> Students will write an out of class thesis-driven essay of 4-6 pages that identifies and analyzes the literary elements of a text, (plot, theme, setting, point of view, character, style, symbol, etc.) and effectively incorporates quotations.			X			3	4	4	3	2	4
<b>ENGL 1C Critical Thinking and Composition:</b> Students will compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources. This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.			X			3	4	4	3	2	4
<b>ENGL 4 Grammar and Structure:</b> Students will be able to recognize standard English sentence structure, will demonstrate the ability to construct standard English sentences, and will be reasonably familiar with the conventions of English grammar, usage, and mechanics.	X					4	3	4	3	2	2
<b>ENGL 7 Speed and Power Reading:</b> Students will comprehend non-fiction texts written at the 9th – 12th grade level. Students will analyze non-fiction texts written at the 9th – 12th grade level. Students will read at 250 words per minute with 70% comprehension based upon answering text-related questions.						4	3	4	3	2	2
<b>ENGL 12 Introduction to Fiction: SLO #1</b> Students will be able to examine short stories and novels analytically and interpretively, to identify and analyze literary elements, including plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image. Students will also be able to compare and contrast authors' treatments of theme, character, and subject matter, to synthesize diverse critical studies of a given author or particular short stories or novels, and to trace the historical development of the short story and the novel.		X				3	4	4	3	2	4

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<b>ENGL 15A Survey of British Literature:</b> Students will be able to identify and analyze representative works of British literature from the Anglo-Saxon period through the 18th century in terms of the political, socioeconomic, and historical backgrounds, and the literary genres, conventions, themes, and motifs that reflect the growth of English, Irish, Scottish, and Welsh culture and identity.		X				4	4	4	3	2	3
<b>ENGL 15B Survey of British Literature:</b> Students will be able to identify and analyze representative works of British literature from the late 18 <sup>th</sup> century through the present in terms of the political, socioeconomic, and historical genres, conventions, themes, and motifs that effect British culture and identity.		X				4	4	4	1	1	1
<b>ENGL 20 Shakespeare's Plays-Tragedies and Romances:</b> Students will be able to analyze representative Shakespearean tragedies and romances in terms of the language, characters and themes, Elizabethan era, and critical analysis of Shakespeare's work.		X				3	4	4	3	2	2
<b>ENGL 21 Shakespeare's Plays- Comedies and Histories:</b> Students will be able to analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes, Elizabethan era, and critical analysis of Shakespeare.		X				3	4	4	3	2	2
<b>ENGL 23 Twentieth Century Literature:</b> Students will be able to identify and analyze representative works of literature from the two major genres of the twentieth century – Modernism and Postmodernism – in terms of the cultural context, aesthetic concerns, and themes of the period.		X				3	4	4	3	2	2
<b>ENGL 25A Creative Writing: Introduction to the Craft of Fiction:</b> Students will be able to closely read and carefully analyze a variety of short stories, will demonstrate familiarity with a wide range of fictive terms, conventions, and forms, and will incorporate this knowledge as they compose their own short fiction and critique fiction of others in a class workshop format.				X		3	4	4	3	2	2
<b>ENGL 26 The Literature of Science Fiction:</b> Students will be able to identify and analyze representative works of science fiction form the twentieth century to the present, paying attention to the historical/cultural contexts in which the genre developed.		X				3	4	4	3	2	2

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<b>ENGL 27 Children's Literature:</b> Students will demonstrate knowledge of the history and the qualities of children's literature, will demonstrate the ability to analyze fiction and poetry suitable for ages pre-school through adolescence, and will understand how to select age-appropriate literature		X				3	4	4	3	2	2
<b>ENGL 28 Images of Women in Literature:</b> Students will be able to identify female archetypes, women's roles, and women's themes in a variety of literary forms by both male and female writers from diverse historical, cultural, regional and ethnic backgrounds		X				3	4	4	3	2	2
<b>ENGL 30 The English Bible as Literature:</b> Students will be able to identify and analyze representative works of the Hebrew Scriptures and the New Testament in terms of literary genres, fundamental themes, historical and cultural ideologies, and biblical scholarship.		X				3	4	4	3	2	2
<b>ENGL 31 Mythology and Folklore:</b> SLO #1. Students will show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.		X				3	4	4	3	2	2
<b>ENGL 34 The Short Story:</b> Through satisfactory performance on in-class objective assessments, students will demonstrate their preparedness for in-class discussion based on comprehension of assigned literary work		X				3	4	4	3	2	2
<b>ENGL 35 World Literature, 3500 BCE to 1650 CE</b> Students will be able to identify representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE and analyze said works as both reflections and progenitors of their cultures and, eventually, nations of origin.		X				3	4	4	3	2	2
<b>ENGL 36 World Literature, 1650 CE to Present:</b> Students will be able to identify representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written after 1650 CE and analyze said works as both reflections and progenitors of their cultures and, eventually, nations of origin.		X				3	4	4	3	2	2
<b>ENGL 38ab Creative Writing: Screenwriting:</b> SLO #1. Students will be able to identify and analyze the elements of a three-act film story--setting, theme, character arc, dialogue--and story structure, including story introduction, first act development, turning point, second act, final crisis, and story resolution .			X	X		3	4	4	3	2	2
<b>ENGL 38ab Creative Writing: Screenwriting:</b> SLO#2. Students will be able to identify and analyze representative works of literature, as well as film adaptations of various literary works, in terms of literary genres, fundamental themes, historical and cultural ideologies, and relevant film and literary scholarship.			X	X		3	4	4	3	2	2

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<b>ENGL 39 Literature and Film:</b> Students will be able to analyze selected novels, plays, and short stories and to compare them with the corresponding film adaptations in terms of literary and film techniques .		X				3	4	4	3	2	3
<b>ENGL 40A American Literature:</b> Students will be able to identify and analyze representative works of American literature from its beginnings through the Civil War, recognizing social, historical, and ethnic influences in the national literature..		X				3	4	4	3	2	3
<b>ENGL 40B American Literature:</b> Students will be able to identify and analyze representative works of American literature from the post - civil war period until the present recognizing social, historical, and ethnic influences on the national literature.		X				3	4	4	3	2	3
<b>ENGL 41B Survey of Film: 1950 to Present:</b> Students will be able to recognize and evaluate values, concerns, and aesthetics of a particular film-producing culture in selected post 1950 narrative films.		X				3	4	4	3	2	3
<b>ENGL 42 Chicano and Latino Literature:</b> Students will be able to identify and analyze representative works of Chicano and Latino literature in terms of historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect Chicano/Latino experience.		X				3	4	4	3	2	3
<b>ENGL 43 African American Literature:</b> Students will be able to identify and analyze representative works of African American literature in terms of historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect the African American experience.		X				3	4	4	3	2	3
<b>ENGL 44 The Literature of American Ethnic Groups:</b> Students will be able to identify and analyze representative works by authors of major ethnic groups in America, both by chronology and by theme, with an emphasis on contemporary ethnic literature.		X				3	4	4	3	2	3
<b>ENGL 47 California Literature:</b> Students will be able to identify and analyze representative works of California literature in terms of the historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect the “California experience.”		X				3	4	4	3	2	3

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<b>ENGL 48 Modern Literature of Latin America:</b> Students will be able to identify and analyze representative works of the modern literature of Latin America in terms of the historical, political and cultural backgrounds, literary movements such as modernism, postmodernism and surrealism, and unifying themes and styles reflected in the literature.		X				3	4	4	3	2	3
<b>ENGL 98abcd College Literary Magazine Editing and Publishing:</b> By the end of this unit, students will demonstrate an ability to analyze a literary magazine.				X		3	4	4	3	2	3
<b>TUTR 200 Theory and Practice of Tutoring:</b> Given the results of a Learning Styles Inventory for a tutee, students will role-play a tutoring session. Using those results with information from lecture, video, text and discussions, the student will correctly choose and demonstrate the use of 2 appropriate tutoring techniques as he/she explains a concept unfamiliar to that tutee.						3	4	4	3	2	4