

El Camino College and El Camino College Compton Center

Student Learning Outcome

Humanities

Updated on 10/8/09

AS 1abcd (Individualized Academic Strategies)

- Based upon diagnostic test results students will increase their English, reading and/or math skill levels by completing a minimum of 100 lessons, including mastery tests in 54 hours or more.

AS 20 AB (Prewriting Workshop)

- Given an in-class writing assignment students will use various pre-writing strategies to generate ideas, write a topic sentence with direction, and provide support material for the topic.

AS 22ab (Vocabulary Building for College Courses)

- Given an in-class test based on assigned workbook exercises the students will then be able to recall major roots to enable them to decipher and use previously unfamiliar words.
- Identify specific roots in a list of words.
- Match word with definition and use appropriate root word in sentence construction.

AS 25ab (Thinking Skills for College Courses)

- Students will demonstrate the use of a series of techniques necessary to analyze, compare, contrast and evaluate simple verbal reasoning problems, trends and patterns, and analogies.
- In addition, they will be able to identify and compare information for purposes of classifying material into major and subclasses.

AS 30ab (Test Taking Strategies for Nursing Students)

- Students will demonstrate ability to apply knowledge & understanding of MC, T/F & Essay test taking strategies (as they relate to Nursing exams) to various test questions.
- They will be able to identify what level of thinking skills are necessary to answer or analyze each question as well as the appropriate test taking strategy that could be used to help them answer the question.

AS 30ab (Test Taking Strategies)

- Students will demonstrate ability to apply knowledge and understanding of true/false, multiple choice and essay test taking strategies.
- They will be able to transfer this knowledge and these skills to other academic course work through in class practice and out of class application.

AS 33ab (Memory Techniques)

- Given an in-class test students will demonstrate the memory process of inputting, retaining and retrieving information from long term memory by using a variety of mnemonic systems.

AS 35ab (Listening and Note Taking Strategies)

- The students will demonstrate the ability to classify and organize information as general or specific as well as into main or supporting details necessary in taking notes for various types of academic courses.

AS 36ab (Sentence Errors and Punctuation)

- Given an in-class writing assignment based on lectures and assignments students will demonstrate competent writing using correct sentence structure that is reasonably proficient in grammar, word usage, and mechanics.

AS 40 (Math Anxiety Workshop)

- Students will select at least two components of math where they choose to reduce their anxiety by creating an Inner Guide* statement that allows them to dispute their negative thinking while listing a success strategy learned in class that can be used to increase their math skill.

AS (Program Level)

- Upon completion of their course of study in Academic Strategies, students will be able to successfully complete transfer level or vocational courses.
- Upon completion of their course of study in Academic Strategies, students will continue to improve themselves throughout life using skills they have learned.

ENGL 1A

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.

ENGL 1B

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.

ENGL 1C

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.

Eng 4- Grammar and Structure

SLO: 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.

Eng 10—Intro to Poetry

SLO: Students will be able to identify and analyze representative works of poetry, paying attention to the variety of poetic forms, styles, and techniques developed through the ages.

ENG 15A-Survey of British Literature

SLO: 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.

Eng 15B—Survey Of British Literature

SLO: Students will be able to identify and analyze representative works of British literature from the late 18th century through the present in terms of the political, socioeconomic, and historical backgrounds, and the literary genres, conventions, themes, and motifs that reflect British culture and identity.

ENG 18 - Women Writers: Middle Ages to Present

SLO: Students will be able to identify and analyze representative works of literature in traditional and nontraditional genres by women writers from the Middle Ages through the present in terms of the political, cultural, historical, and biographical contexts, and the unifying themes and motifs that reflect the experiences, roles, and concerns of women.

Eng 20-Shakespeare's Plays—Tragedies and Romances

SLO: 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.

Eng 21—Shakespeare's Plays—Comedies and Histories

SLO: 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's works.

Eng 23—Twentieth Century Literature

SLO: 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.

Eng 24A/B-Creative Writing: Poetry

SLO: Students will compose their own poems incorporating knowledge of poetic terms, conventions, and forms.

Eng 25A—Creative Writing: Intro to Fiction

SLO: 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 the fiction of others in a classic workshop format.

Eng 26—Literature of Science Fiction

SLO: Students will be able to identify and analyze representative works of science fiction from the twentieth century to the present, paying attention to the historical/cultural contexts in which the genre developed.

Eng 27 - Children's Literature

SLO: Students will show knowledge of the history and qualities of children's literature, will demonstrate the ability to analyze fiction and poetry suitable for ages pre-school to adolescent, and will know how to select age-appropriate literature.

Eng 28 - Images of Women in Lit

SLO: 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.

Eng 29 - The Short Novel

Last Updated on 10/8/09

SLO: Students will be able to recognize the short novel as a distinctive literary form and to analyze representative works by various authors in terms of the genre's history, its cross-cultural development, and its characteristic strategies and techniques.

Eng 30 - The English Bible as Literature

SLO: 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.

Eng 31 Mythology and Folklore

SLO: Students will show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.

Eng 35 – World Literature:2500B.C.to1650A.D.

SLO: 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.

Eng 36 - World Literature: 1650 A.D. to present

SLO: 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.

Eng 39 - Literature and Film

SLO: 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.

Eng 40A—American Lit

SLO: 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.

Eng 40B- American Lit

SLO: 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 in the national literature.

Eng 41A – Survey of Film: 1895-1950

SLO: Students will be able to recognize and evaluate values, concerns, and aesthetics of a particular film-producing or film-viewing culture in selected pre 1950 narrative films.

Engl 41B – Survey of Film: 1950- Present

SLO: Students will be able to recognize and evaluate values, concerns, and aesthetics of a particular film-producing culture in selected post 1950 narrative films

Eng 42—Chicano/Latino Literature

SLO: Students will be able to identify and analyze representative works of Chicano and Latino literature in terms of the historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect Chicano/Latino experiences.

Eng 43-African American Literature

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SLO: Students will be able to identify and analyze representative works of both classic and contemporary African American literature in terms of literary genres, themes, historical and cultural contexts, and contributions to American Literature and society.

Eng 44 - The Literature of American Ethnic Groups

SLO: 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.

Eng 46 - Literature and Sexual Identity

SLO: Students will be able to identify and analyze representative works that reflect on the experiences of dissident sexual identities, and show understanding of how sexual dissidence in society, history, politics, and biography influences literary production.

Eng 47—California Literature

SLO: 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.”

Eng 48 - Modern Literature of Latin America

SLO: 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.

ENGL 80

- Students will demonstrate their ability to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
- Students will demonstrate their ability to analyze paragraph-length non-fiction texts written at the 5-7th grade level.

ENGL 82

- Students will demonstrate their ability to comprehend multi-paragraph non-fiction texts written at the 7th-9th grade level.
- Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7th-9th grade level.

ENGL 84

- Students will demonstrate their ability to comprehend non-fiction texts written at the 9th-12th level.
- Students will create demonstrate their ability to analyze non-fiction texts written at the 9th-12th grade level.

ENGL 98

Write a critique of a literary journal that evaluates a journal's materials (electronic or hard copy), content, graphics, layout, artwork, and overall design.

ENGL A

- Write a multi-paragraph expository composition with an introduction and conclusion that responds to a text already covered in class.
- A clear position reflecting other points of view should be developed and sustained through the entire essay.
- The writer's ideas should be insightful, focused, and organized.
- Sources must be attributed and incorporated into the writer's argument.

- Word choice, sentence structure, punctuation, and spelling should not hinder readability.

ENGL B

- Write a brief descriptive, reflective, or narrative paragraph(s) that has gone through multiple revisions and responds to a text previously discussed in class.
- The paragraph(s) should provide readers with a thesis that makes a clear point and provides supporting details.
- It should be logically organized and focused.
- Grammar, spelling, punctuation, and sentence structure should not impede comprehension.

ENGL C

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, spelling, and punctuation so that a reader can understand the writer's ideas; it should also have an MLA heading and title.

ENGL: READING PROGRAM SLO (ENGL 80, 82, 84)

Students will comprehend non-fiction essays written at the 12th grade level for analytic meaning.

ENGL: BASIC WRITING PROGRAM SLO (ENGL A, B, C)

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.

ENGL: CREATIVE WRITING PROGRAM SLO

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.

ENGL: TRANSFER LEVEL COMPOSITION PROGRAM SLO (ENGL 1A, 1B, 1C)

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.

ENGL: LITERATURE

Students will demonstrate knowledge of literary elements, and familiarity with authors and cultural contexts of representative works.

ESL 2A (Conversation and Grammar Level I)

- Demonstrate through conversations comprehension of simple words and phrases driven from learned topics and used in common everyday situations; understand face-to-face conversations of familiar context and routine announcements.
- Ask simple short questions related to basic needs using learned grammatical structures and respond appropriately to simple short questions related to basic needs using learned short phrases and sentences.
- Recognize words that signal differences between present and past and use them when making simple statements about present and past events of common activities.

ESL 3A (Reading and Writing Level I)

- Interpret isolated words and phrases in familiar contexts such as traffic signs, clothes, sports, and terms on simplified forms requesting personal information.
- Interpret sentences using vocabulary and structures driven from various learned topics such as daily activities, occupations, sports, hobbies, arts, colors, fashions.

- Use the strategy of identifying the topic, the main idea, and the details that support the main idea to interpret simplified short narrative or descriptive passages on familiar topics provided with visual aids.
- Identify the time sequence in a simple narrative passage.
- Generate simple sentences containing learned vocabulary and grammatical structures in order to write a simple e-mail or a short thank-you note, for example.
- Write a series of simple related sentences on personal experiences or a familiar topic.
- Use chronological order when writing about daily activities or narrative paragraphs.

ESL 2B (Conversation and Grammar Level II)

- Demonstrate understanding by responding and / or participating in simple conversations dealing with basic survival needs using Yes / No questions and / or Wh-questions and answers, with some repetition or slower speech.
- Describe a sequence of events in the past dealing with personal life.
- Recognize basic constructions such as subject-verb agreement in simple tenses and the appropriate use of pronouns such as *one*, *ones*, or *it* to avoid the repetition of nouns / noun phrases and careless or inexact pronoun references.
- Use, to a limited degree, specific modal auxiliaries to convey the different meanings of ability, possibility, or suggestion and the imperative to give orders, advice, or warning.

ESL 3B (Reading and Writing Level II)

Reading

- Identify specific information about simple life skills by scanning short reading selections.
- Recognize the meaning of unfamiliar vocabulary by analyzing prefixed and suffixes in some words and using context clues.
- Evaluate simple narrative or descriptive passages on familiar topics to distinguish facts from opinions and / or use context clues to make inferences.

Writing

- Develop a topic sentence and supporting sentences and apply the mechanics of writing, to a limited degree, when writing a paragraph about a familiar topic: a person, a thing, or a place using adjectives of color, size, form, character, etc.
- Compose short narrative paragraphs to describe daily activities or past events using chronological order and simple present / past tenses.
- Organize steps in a process, using a paragraph format, to give instructions about familiar topics (e.g. recipe) using time-order signal words and imperative sentences.

ESL 2C (Conversation and Grammar Level III)

- Demonstrate understanding of the majority of face-to-face speech in basic standard English at a normal pace with some repetition.
- Use guessing strategies to understand new vocabulary in context.
- Respond in face-to-face conversations to tell about personal histories or describe places or people with some errors and limited fluency.
- Apply learned grammatical and idiomatic structures to self-monitor speech when asking and answering questions in the present, past, and future tenses with few errors and limited fluency.

ESL 3C (Reading and Writing Level III)

Reading

- Identify main ideas and supporting details or examples in familiar reading passages.
- Use previously learned strategies of previewing and predicting to make logical guesses and of skimming and scanning to discover the general idea and specific information in familiar texts.

- Demonstrate the ability to draw meaning from familiar texts by using previously learned vocabulary skills of prefixes / suffixes and synonyms / antonyms.

Writing

- Recognize one's own writing errors and correct them by applying appropriate rules of grammar and mechanics of writing and making appropriate word choice, to a limited degree.
- Write related sentences to form paragraphs reflecting different patterns of organization: time, order of importance, and space, by using distinct groups of transition words and prepositions.
- Expand and combine, to a limited degree, simple sentences by adding modifying words and phrases.

ESL 2D- Conversation and Grammar Level IV

- Demonstrate understanding, without much difficulty, when listening to native speakers' utterances that contain some unfamiliar vocabulary.
- Demonstrate understanding of essential points when engaged in conversations on topics such as everyday events, description, or topics that involve familiar fields of knowledge with some lack of fluency.
- Respond in most face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses; however searching for appropriate word choice or grammatical accuracy may inhibit communication and limit fluency.

ESL 3D (Reading and Writing Level IV)

Reading

- Use appropriate strategies for understanding reading material containing familiar / unfamiliar fields of knowledge.
- Apply the competency and fluency gained in basic reading to achieve academic and test-taking success.
- Identify main ideas and key points in somewhat unfamiliar reading passages and use grammar and other context clues to interpret complex sentences and unfamiliar words.'
- Evaluate the reading content for facts or opinions; make inferences by analyzing the clues to interpret the author's point of view.

Writing

- Apply the series of steps in writing processes – brainstorming, outlining, writing, and revising – to develop paragraphs or different types of organization for future academic success.
- Write short summaries of reading topics, take simple notes from lectures, and write informal letters using relevant signal words and punctuation but not without errors.
- Use techniques of comparison / contrast and cause / effect to write short paragraphs on familiar topics.

ESL 51A (Student Presentation)

- Students will give a 3 to 5 minute in-class presentation on a given topic (e.g., introduction to a cultural artifact or custom, how to cook a dish).
- The presentation should be relatively comprehensible in that the student uses appropriate diction and has intelligible pronunciation.
- The presentation should be free from grammatical errors that would inhibit comprehensibility.

ESL 51A (Measuring Speech Effectiveness)

- Students will give a short 3-5 minute presentation on a given topic demonstrating verbal and nonverbal features, including pronunciation (minimal pairs, stress and intonation), timing (rhythm, appropriate pauses), volume and rate of speech eye contact and body movement.

ESL 51A (Measuring Speech Effectiveness II)

Last Updated on 10/8/09

- Give a short prepared speech on a given topic which demonstrates relatively clear and coherent knowledge of vocabulary associated with that topic, which is relatively free of basic grammar errors.

ESL 51B (Measuring Speech Effectiveness)

- Students will give a short 3-5 minute presentation on a given topic demonstrating verbal and nonverbal features, including pronunciation (minimal pairs, stress and intonation), timing (rhythm, appropriate pauses), volume and rate of speech eye contact and body movement.

ESL 51B (Measuring Speech Effectiveness II)

- Give a short prepared speech on a given topic which demonstrates relatively clear and coherent knowledge of vocabulary associated with that topic, which is relatively free of basic grammar errors.

ESL 51C (Measuring Speech Effectiveness)

- Students will give a short 3-5 minute presentation on a given topic demonstrating verbal and nonverbal features, including pronunciation (minimal pairs, stress and intonation), timing (rhythm, appropriate pauses), volume and rate of speech eye contact and body movement.

ESL 51C (Measuring Speech Effectiveness II)

- Give a short prepared speech on a given topic which demonstrates relatively clear and coherent knowledge of vocabulary associated with that topic, which is relatively free of basic grammar errors.

ESL 52A (Drawing Inference/Implying Meaning)

- Given a poem or short article of reasonable length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).

ESL 52A (Locating Main Ideas)

- Given an intermediate-mid level passage containing targeted vocabulary, students will be able to locate main ideas.

ESL 52A (Identifying Vocabulary in Context)

- Given an intermediate-mid level article containing targeted vocabulary, students will be able to choose the appropriate definition, synonym or description of each targeted word.

ESL 52A (Summary of a short story or passage)

- Given an intermediate-mid level short story or passage, students will be able to summarize to approx. 20% of original length in their own words, and including main ideas and support only.

ESL 52A (Locating Specific Details)

- Given an intermediate-mid level article containing targeted vocabulary, students will be able to locate specific details.

ESL 52A (Identifying Correct Word Form)

- Given a choice of intermediate-mid level word forms, students will be able to identify the correct word form to complete a given sentence.

ESL 52B (Drawing Inference/Implying Meaning)

- Given a poem or short article of reasonable length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).

ESL 52B (Pre-Reading Activity)

Last Updated on 10/8/09

- To prepare an intermediate-level ESL reading class for a college-level short story homework assignment, the class will answer questions and discuss topics relating directly to the assigned reading.
- These questions and discussions will provide background to the topic, relate new ideas to students of different cultures, use students prior life experiences to understand the new ideas, give students an opportunity to become interested in the topic, and help students feel comfortable reading, talking, and ultimately understanding the meaning of the assigned homework.

ESL 52C (Drawing Inference/Implying Meaning)

- Given a poem or short article of reasonable length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).

ESL 52C (Term Paper of a Novel)

- Students will write a 3 to 5 page term paper that summarizes, analyzes, and critiques a novel they have read outside of class.
- The term paper will include at least one quotation from the novel that illustrates the author's writing style or stresses a point that the student wants to make.
- The paper will follow MLA quotation and formatting rules.

ESL 53A (Starting Strong)

- In a 90-minute in-class writing task, using a dictionary as needed, students will write a 2 or 3 paragraph (200-250 word) summary/response essay based on a proverb, folk tale, or short fiction or non-fiction article which has previously been read and discussed in class.
- The essay should include the title and author of the text, a 4 to 8 sentence summary and a thesis sentence which connects the summary to the response.
- The response may consist of a personal narrative, an opinion, or an analysis.
- The essay should demonstrate coherence through the use of basic transition words, and should show developing competence in basic sentence mechanics and basic verb usage.

ESL 53B (In-Class Writing)

- In an in-class writing task based on a short intermediate level text which was discussed in class, students will write a multi-paragraph essay responding to the reading.
- The essay should be relatively free of basic grammar errors (but may still have some intermediate-level grammar problems), have a clear thesis, body paragraphs which support the thesis, each containing a quote or specific example from the reading, transitions at the beginning of each paragraph, and a competent introduction and conclusion.

ENGL AX

- Write a multi-paragraph expository composition with an introduction and conclusion that responds to a text already covered in class.
- A clear position reflecting other points of view should be developed and sustained through the entire essay.
- The writer's ideas should be insightful, focused, and organized.
- Sources must be attributed and incorporated into the writer's argument.
- Word choice, sentence structure, punctuation, and spelling should not hinder readability.

ESL (Program Level)

- Upon completion of the credit ESL program, students will have adequate listening, speaking, reading, writing and academic skills to successfully complete transfer-level classes.

ESL (Program Level)

- Upon completion of the non-credit ESL program, students will have the necessary skills for interacting successfully in an English-speaking environment, for improving their employability, and/or for entry into credit-level classes.

FOREIGN LANGUAGES

CHIN 1 (Communication Skills)

- Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of Chinese social structure and manners; and use a number of level appropriate idiomatic expressions.

CHIN 2

- Students should be able to converse, read and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.

FREN 1 (Communication Skills)

- Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of French social structure and manners; and use a number of level appropriate idiomatic expressions.

FREN 2

- Students should be able to converse, read and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.

FREN 3

- Students should be able to converse, read, and write with native speakers within the limits of vocabulary and structure studied in class. They will be able to read short authentic essays, articles, or short stories. They will be able to demonstrate their comprehension with short paragraphs in the target language about their readings.

FREN 4

- Students at level 4 should be able to demonstrate all of the skills described in the previous levels, and they will also be able to write a short composition with 5-6 paragraphs about a given theme.

GERM 1 (Communication Skills)

- Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of German social structure and manners; and use a number of level appropriate idiomatic expressions.

GERM 2

- Students should be able to converse, read and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.

ITAL 1 (Communication Skills)

- Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of Italian social structure and manners; and use a number of level appropriate idiomatic expressions.

ITAL 2

- Students should be able to converse, read and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.

JAPA 1 (Communication Skills)

- Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of Japanese social structure and manners; and use a number of level appropriate idiomatic expressions.

JAPA 2

- Students should be able to converse, read and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.

JAPA 3

- Students should be able to converse, read, and write with native speakers within the limits of vocabulary and structure studied in class. They will be able to read short authentic essays, articles, or short stories. They will be able to demonstrate their comprehension with short paragraphs in the target language about their readings.

JAPA 4

- Students at level 4 should be able to demonstrate all of the skills described in the previous levels, and they will also be able to write a short composition with 5-6 paragraphs about a given theme.

SPAN 1 (Communication Skills)

- Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of Spanish social structure and manners; and use a number of level appropriate idiomatic expressions.

SPAN 2

- Students should be able to converse, read and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.

SPAN 3

- Students should be able to converse, read, and write with native speakers within the limits of vocabulary and structure studied in class. They will be able to read short authentic essays, articles, or short stories. They will be able to demonstrate their comprehension with short paragraphs in the target language about their readings.

SPAN 4

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- Students at level 4 should be able to demonstrate all of the skills described in the previous levels, and they will also be able to write a short composition with 5-6 paragraphs about a given theme.

SPAN 5

- Given a take-home writing assignment based on assigned reading the student shall demonstrate and understanding of the material and address assigned concepts for discussion in an organized paper written in culturally appropriate and grammatical correct Spanish with a variety of vocabulary appropriate to the topic.

FOREIGN LANGUAGES (Program Level)

- Upon completion of the acquisition sequence &/or AA degree requirements students will be able to communicate using culturally appropriate skills (conversation, reading, writing) in interpersonal, interpretative, and presentational settings.

FOREIGN LANGUAGES (Program Level)

- Students will be able to demonstrate competence in an ever increasing complexity of social, cultural and academic topics that will facilitate entry into upper division university programs.

FOREIGN LANGUAGES (Program Level)

- Real world communication skills combined with culturally appropriate use of lexicon and syntax necessary for employment where bilingual and multicultural abilities are beneficial.

FOREIGN LANGUAGES (Program Level)

- Culturally appropriate language skills for students who only wish completely functional language ability to travel the various countries of the world where the language studied is spoken.

JOUR (Program Level) (All Journalism Classes)

- Upon completion of their course of study in the Journalism Department, students will be able to accurately identify the various types of journalistic stories and compose and edit articles in each style, conforming to standards established by the Associated Press.

JOUR 1

- Given an in-class newspaper article, students will be able to identify the structure of a news story by labeling the lead, the direct quotes, the indirect quotes, the partial quotes and the transitions in the story.

JOUR 2

- Given an in-class press release, students will be able to identify the structure of a press release written in journalistic style.

JOUR 3ab

- Given an in-class front page of a local newspaper, students will be able to identify the journalistic design characteristics of that sample.

JOUR 4

- Students will be able to identify the five main structure and content differences between a news lead and feature lead block.

JOUR 5

- Given an in-class series of unidentified news leads representing a print, a TV and a radio news script, students will be able to properly identify which script as produced for a newspaper, a TV news program and a radio news program.

JOUR 6

- Students will be able to identify the three main characteristics of photojournalism images.

JOUR 7ab

- Students will be able to list the three essential photograph caption elements required by the Association Press for a standard photo caption.

JOUR 9abcd

- Given an in-class magazine feature article, students will be able to identify the structure of magazine story written in journalistic style.

JOUR 11abcd

- Students will be able to demonstrate the ability to identify and edit errors in Associated Press (AP) style.

JOUR 12

- Students will be able to correctly identify the eight mass media serving the country.

JOUR 14abcd

- Students will be able to identify the four major differences between print journalism and Web-based journalism.

JOUR 96abcd

- Students will be able to identify five items necessary for a successful journalism job interview.

LIBR 1 (Use the library Millennium online catalog to find book/other resource materials)

- Given a research assignment, students will be able to use the ECC Millennium catalog to find a book/resource on their topic, using critical thinking skills to determine the type of catalog search, interpret the elements of the results, and retrieve the item from the shelf.

LIBR 1 (Introduction to Library Skills)

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

- Effectively find, analyze, and synthesize information; Use an online catalog to find books;
- Have a basic understanding of the Library of Congress classification system;
- Effectively utilize online databases to find reliable and useful periodical articles;
- Utilize various search strategies and evaluate Web resources on the Internet;
- Present their findings to others in a useful format;
- Prepare a basic bibliography in the MLA style;
- Utilize the skills learned in this class to succeed in future educational & career tracks, and life- long learning.

LIS 1 (Introduction to Library Skills)

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

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- Effectively find, analyze, and synthesize information;
- Effectively utilize online databases to find reliable and useful periodical articles;
- Effectively utilize various search strategies;
- Deconstruct and analyze URLs; understand differences between Internet search tools;
- Accurately evaluate Web resources on the Internet;
- Utilize the skills they've learned in this class to succeed in future educational & career tracks.

LIS 10 (Deconstruct and analyze common Web URLs)

- Students will be able to break a URL (Uniform Resource Locator) down into its constituent parts, understand and define the elements making up a URL, and use critical thinking skills to correct possible errors in URLs and to determine how they may be used as an element in Web searching.

LIS 10 (Library Information Science 10)

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

- effectively find, analyze, and synthesize information;
- effectively utilize online databases to find reliable and useful periodical articles;
- effectively utilize various search strategies; deconstruct and analyze URL's;
- understand differences between Internet search tools; accurately evaluate Web resources on the Internet;
- utilize the skills they've learned in this class to succeed in future educational & career tracks.