

COURSE SLO REPORT - HUMANITIES DIVISION

COURSE SLO STATEMENTS - ENGLISH

Course ID	Course Name	Course SLO Name	Course SLO Statement
ECC: ENGL 12	Introduction to Fiction	SLO #1	Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image.
		SLO #2	Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.
		SLO #3	Trace the historical development of the short story and the novel by examining selected representational works.
ECC: ENGL 15A	Survey of British Literature	SLO #1	Identify representative works of major British authors from the Middle Ages, the Early Modern Period, the Restoration and the 18th century, and identify and analyze literary devices, conventions, and poetic elements of works from said period.
		SLO #2	Identify and analyze representative works of British literature from the Middle Ages, the Early Modern Period, the Restoration or the 18th century in terms of the political, socioeconomic, or historical backgrounds, and the literary genres, conventions, themes, or motifs that reflect the growth of English, Irish, Scottish, or Welsh culture and identity.
		SLO #3	Research, evaluate, and synthesize a secondary source using a literary approach and incorporate the source into a term paper that interprets a work of British literature from the Middle Ages, the Early Modern Period, the Restoration or the 18th century.
ECC: ENGL 15B	Survey of British Literature	SLO #1	Identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and the literary forms, elements, styles, and concerns of each period.
		SLO #2	Analyze and compare/contrast representative works of British literature from the late 18th century through the present, including one major prose work, in terms of the political, socioeconomic, and historical backgrounds, and the literary genres, conventions, themes, and motifs that reflect British culture and identity.
		SLO #3	Research, evaluate, and synthesize secondary sources using a literary critical approach and incorporate these sources into a 5-6 page paper that interprets a work of British literature from the late 18th century through the present.
ECC: ENGL 1A	Reading and Composition	SLO #1	Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis 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.
		SLO #2	Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
		SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
ECC: ENGL 1B	Literature/Composition	SLO #1	Write an out-of-class, thesis-driven essay that identifies and analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.).

Course ID	Course Name	Course SLO Name	Course SLO Statement
ECC: ENGL 1C	Critical Thinking/Comp	SLO #2	Effectively incorporate quotations from a primary text.
		SLO #3	Utilize scholarly sources as secondary support.
		SLO #1	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
		SLO #2	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
ECC: ENGL 20	Shakespr Play-Trag/Romanc	SLO #3	Organize an essay in proper MLA format and will also be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.
		SLO #1	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
		SLO #2	Demonstrate knowledge of Elizabethan history and culture.
ECC: ENGL 21	Shakespeare's Plays-Comed/Hist	SLO #3	Identify, and illustrate with examples, the elements of classical tragedy.
		SLO #4	Demonstrate an ability to read, summarize, and evaluate critical analysis of Shakespeare's work.
		SLO #1	Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
		SLO #2	Demonstrate knowledge of Elizabethan history and culture.
ECC: ENGL 23	Twentieth Century Literature	SLO #3	Identify, and illustrate with examples, the elements of classical comedy.
		SLO #4	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
		SLO #1	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.
		SLO #2	Compose, revise, discuss and critique their own poems and the poems of others incorporating knowledge of poetic terms and techniques, conventions, and forms
ECC: ENGL 24A	Creatv Wrtnng:intro Poetry	SLO #1	Compose, revise, discuss and critique their own poems and the poems of others incorporating knowledge of poetic terms and techniques, conventions, and forms
		SLO #2	Recognize, define, and identify poetic terms and genres.
		SLO #3	Identify common poetic meters and rhyme schemes and apply them to their writing.
ECC: ENGL 25A	Creatv Wrtnng:intro Fict	SLO #1	Identify and utilize specific strategies for creating character, setting, dialogue, and plot in short fiction.
		SLO #2	Compose a 12-20 page short story demonstrating their competency with those elements of fiction.
		SLO #3	Respond to the evaluations of their short stories given by their peers.
ECC: ENGL 27	Children's Literature	SLO #1	Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.
		SLO #2	Analyze literary elements of children's literature in a specific story or in a series of interrelated stories using specific evidence from the story/stories.
		SLO #3	Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.
ECC: ENGL 28	Images of Women in Literature	SLO #1	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

Course ID	Course Name	Course SLO Name	Course SLO Statement
ECC: ENGL 30	English Bible As Literature	SLO #1	Identify and analyze representative works of the Hebrew Scriptures and the New Testament in terms of literary genres, tone, fundamental themes, historical and cultural ideologies, and biblical scholarship.
		SLO #2	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
		SLO #3	Recognize and discuss symbolism and figurative language used throughout the Bible as well as describe and explain background information pertaining to the ancient Middle East.
ECC: ENGL 31	Mythology and Folklore	SLO #1	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
		SLO #2	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
		SLO #3	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
		SLO #4	Identify mythological allusions found in diverse literatures and assess representative myths in terms of their effectiveness in expressing the relationship of individuals to society and humankind's understanding of the cosmos.
ECC: ENGL 34	The Short Story	SLO #1	Explore, analyze, and evaluate representative work(s) in the short story genre from a variety of perspectives or theories, such as feminist, psychoanalytical, queer and postcolonial.
		SLO #2	Assess short story narratives through traditional literary elements such as character, plot, setting, theme, narrative voice and symbolic patterns.
		SLO #3	Understand and critique short story narratives from more universally significant perspectives and contexts, such as social-historical, gender, ethnic, sexual orientation, socio-economic and religious.
ECC: ENGL 35	World Lit: 3500 BCE - 1650 CE	SLO #1	Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE.
		SLO #2	Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.
		SLO #3	Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.
ECC: ENGL 36	World Lit: 1650 CE - Present	SLO #1	Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE.
		SLO #2	Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.
		SLO #3	Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts,

Course ID	Course Name	Course SLO Name	Course SLO Statement
ECC: ENGL 39	Literature and Film	SLO #3	using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.
		SLO #1	Analyze selected novels, plays, and short stories and to compare them with corresponding film adaptations.
		SLO #2	Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.
ECC: ENGL 40A	American Literature	SLO #3	Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.
		SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
		SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
ECC: ENGL 40B	American Literature	SLO #3	Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from its beginnings through the Civil War.
		SLO #1	Works Students will be able to identify representative works of American literature the post-Civil War period until the present.
		SLO #2	Students will be able to analyze representative works of American literature from the post-Civil War period until the present.
ECC: ENGL 42	Chicano and Latino Literature	SLO #3	Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from the post-Civil War period until the present.
		SLO #1	Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latino experience.
		SLO #2	Present a clear thesis that makes an interpretative argument about Chicano/Latino texts and that is developed through appropriate identification of representative cultural themes.
		SLO #3	Support for this thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.
ECC: ENGL 43	African American Literature	SLO #4	Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.
		SLO #1	Analyze representative works of African American literature in terms of its historical progression.
		SLO #2	Analyze representative works of African American literature in terms of cultural, regional, and ethnic considerations.
		SLO #3	Analyze representative works of African American literature in terms of unifying themes and motifs.
ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #4	Culture Assess how African-American literature relates to society as a whole and/or how it relates to other literature of the dominant culture.
		SLO #1	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.
ECC: ENGL 48	Modern Lit of Latin America	SLO #1	Identify 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.

Course ID	Course Name	Course SLO Name	Course SLO Statement
ECC: ENGL 78	Creative Wrtn: Screenwriting	SLO #2	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.
		SLO #3	Identify literary aspects such as symbols, themes, characters, point of view, mood, tone, setting, plot, and style as found in the selected works of the authors surveyed.
		SLO #1	Develop a film story with a first, second, and third act, and the scenes written for that story will adhere to proper screenplay format by including headings, scene descriptions, and dialogue.
		SLO #2	Demonstrate the ability to create a 3-act story that must include scenes from their story's first, second, and third acts.
ECC: ENGL 80	Basic Language Skills	SLO #3	Demonstrate the ability to develop a story for film that includes at least 20 pages of scenes written for his/her film story.
		SLO #1	Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
		SLO #2	Demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
		SLO #1	Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze multi-paragraph non-fiction texts written at the 7-9th grade level.
		SLO #2	Demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the 7-9th grade level.
ECC: ENGL 84	Developmental Reading/Writing	SLO #3	Demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7th -9th grade level.
		SLO #1	Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze non-fiction texts written at the 9-12th grade level.
		SLO #2	Demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the 9-12th grade level.
ECC: ENGL 98ABCD	College Literary Mag Edit/Publ	SLO #3	Demonstrate their ability to analyze non-fiction texts written at the 9th -12th grade level.
		SLO #1	Employ effective methods for publicizing, collecting and organizing submissions for literary journals
		SLO #2	Fairly evaluate creative works for inclusion in a literary journal.
ECC: ENGL A	Writing the College Essay	SLO #3	Use computer software to compose the layout and publish a literary journal in a manner consistent with other college literary journals.
		SLO #1	Compose a coherent, unified multi-paragraph expository essay that has undergone revision and relates to a text discussed in class.
		SLO #2	Compose introductory paragraphs with a thesis, body paragraphs with topic sentences, and concluding paragraphs.
		SLO #3	Demonstrate the ability to incorporate and document material from outside sources.
		SLO #4	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.

Course ID	Course Name	Course SLO Name	Course SLO Statement
ECC: ENGL B	Intro to College Writing	SLO #5	Utilize MLA style for formatting and documentation.
		SLO #1	Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
		SLO #2	Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.
		SLO #3	Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details
ECC: ENGL C	Basic English Skills	SLO #4	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear, and follow MLA guidelines to format a document (heading, indentation, spacing, font, centered title).
		SLO #1	Write a 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
		SLO #2	Demonstrate understanding of sentence structure, punctuation, spelling and capitalization.
Distinct		SLO #3	Identify mains ideas, supporting details in a short reading passage
			Distinct Count:100