

## English 1C Student Learning Outcome Packet

### Current SLO:

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.

### Revised SLOs:

Upon completion of English 1C, students will:

- 1) 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.
- 2) This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
- 3) The essay will be well organized in proper MLA format and will also be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.

### SLO Check Form

### English 1C

SLO 1 (Thesis, Support)	Essay shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	Acceptable    Unacceptable
SLO 2 (Critical Thinking)	Argument reflects an ability to identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	Acceptable    Unacceptable
SLO 3 (MLA, grammar)	Essay is well organized in proper MLA format  AND  Is technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.	Acceptable    Unacceptable

### Grading Rubric

Grading Criteria	<b>A</b> Superior Thought-provoking and insightful	<b>B</b>  Very Good	<b>C</b>  Adequate	<b>D</b>  Weak	<b>F</b>  Poor
<b>Argumentative Claim</b>	The claim is clearly communicated and worth developing. It may acknowledge contradictions, qualifications, or limits.	The claim is stated but may have minor lapses in development. It is less ambitious than the A paper.	The claim is adequately made but it is not complex.	The claim is not clearly or appropriately made.	The claim is absent or irrelevant to the task assigned.

<b>Development Using Critical and Logical Reasoning</b>	The essay demonstrates a high ability to use logic and identify fallacies. It guides the reader through a chain of reasoning or progression of ideas that strongly support the thesis.	While the essay is fairly logical, 1-2 points may be shaky, but the general argument supports the thesis.	The essay presents ideas in a loose structure with some faulty or incomplete logic. The thesis is supported, though some sections may drift out of focus.	The essay lacks coherence and is poorly organized. The thesis is weakly supported.	The essay lacks a clear sense of organization. The thesis is unsupported.
<b>Support Using Primary and Secondary Sources</b>	The essay uses a variety of sophisticated and relevant sources along with correct MLA documentation.	The essay uses multiple, appropriate sources, but they lack sophistication. Documentation is correct.	The essay uses only a few sources. Some sources may be incorrectly documented.	The essay has an inadequate number of sources. Documentation reflects a pattern of errors.	The essay uses no sources or ones that are totally inappropriate. Documentation is missing.
<b>Organization and Composition – Paragraph Level</b>	The essay has a logical organizational structure and uses appropriate and varied rhetorical/expository modes. A sophisticated sense of audience is present. Topic sentences are clear and compelling. The transitions are sophisticated.	The essay is organized and uses proper rhetorical/expository modes. A general sense of audience is present. Topic sentences and transitions are present, but they are often general.	The essay is organized but contains some errors using rhetorical/expository modes. Reasoning is not always consistent. Audience awareness is minimal. A few topic sentences may be vague. The transitions are not always clear.	The essay is randomly organized, poorly reasoned, and has scant use of rhetorical/expository modes. Audience awareness is weak. The majority of the sentences are unclear. Transitions are missing.	The essay lacks an organizational or logical structure. The modes are missing. The audience is ignored. Topic sentences and transitions are missing.
<b>Mechanics/ Usage/ Grammar/ Spelling (MUGS)</b>	Very minimal, random MUGS errors but nothing that slows the reader down.	A few MUGS errors that rarely slow the reader down.	Pattern of MUGS errors sometimes slows the reader down.	MUGS errors consistently lead to reader confusion.	Excessive MUGS errors prevent reader understanding.