

English

Student Learning Outcomes by Course

English 80 Basic Language Skills

Students will:

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.
2. Demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
3. Demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.

Assessment tool: At the end of the semester, instructors may choose one of three assessment tools:

- a. Townsend Combined Skills Test given at end of semester: passing score is 70%
- b. Degrees of Reading Power J-6 (grades 5-7) given at end of semester: passing score is 56
- c. Students will highlight and annotate a paragraph-length text, demonstrating comprehension of the text.

English 82 Introduction to Reading Skills

Students will:

1. Demonstrate 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.
2. Demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the 7-9th grade level.
3. Demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7th-9th grade level.

Assessment tool: At the end of the semester, instructors may choose one of three assessment tools.

- a. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
- b. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or
- c. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

English 84 Development of Reading and Writing

Students will:

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.

2. Demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the 9-12th grade level.
3. Demonstrate their ability to analyze non-fiction texts written at the 9th-12th grade level.

Assessment tool: At the end of the semester, instructors may choose one of three assessment tools.

- a. Townsend Post-assessment, Form B given at end of semester: passing score is 30;
- b. Degrees of Reading Power K-2 (grades 9-12) given at end of semester: passing score is 56; or
- c. Highlight and annotate a multiparagraph text written at the 9th-12th grade level

English C Basic English Skills

Students will:

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.
2. Demonstrate understanding of sentence structure, punctuation, spelling and capitalization.
3. Identify main ideas, supporting details in a short reading passage.

Assessment tool:

SLO # 1: 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.

SLO # 2: Given a written paragraph with grammatical errors, the student will demonstrate his ability to identify errors and correct these errors.

SLO # 3: Given a reading paragraph, the student will be able to identify the topic sentence, supporting details, including major and minor details.

English B Introduction to College Writing

Students will:

1. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
2. Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.
3. Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details.
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).

Assessment tool: Essay

English A Writing the College Essay

Students will:

1. Compose a coherent, unified multi-paragraph expository essay that has undergone revision and relates to a text discussed in class.
2. Compose introductory paragraphs with a thesis, body paragraphs with topic sentences, and concluding paragraphs.
3. Demonstrate the ability to incorporate and document material from outside sources.
4. Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
5. Utilize MLA style for formatting and documentation.

Assessment tool: Essay

English 1A Reading and Composition

Upon completion of this course, students will:

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.
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.
3. Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

Assessment tool: Essay

English 1B Literature and Composition

Students will:

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.).
2. Effectively incorporate quotations from a primary text.
3. Utilize scholarly sources as secondary support.

Assessment tool: Essay

English 1C Critical Thinking and Composition

Students will:

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.

2. Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
3. Organize an essay in proper MLA format and will also be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.

Assessment tool: Essay

English 12 Introduction to Fiction

Students will:

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.
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.
3. Trace the historical development of the short story and the novel by examining selected representational works.

Assessment tool: Essay

English 15A Survey of British Literature

Students will:

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 the said period.
2. Identify and analyze representative works of British literature from the Middle Ages, the Early Modern Period, the Restoration and 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
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 and the 18th century.

Assessment tool: Essay

English 15B Survey of British Literature

Students will:

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.
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.

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.

Assessment tool: Essay

English 20 Shakespeare's Plays: Tragedies and Romances

Students will:

1. Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
2. Demonstrate knowledge of Elizabethan history and culture.
3. Identify, and illustrate with examples, the elements of classical tragedy.
4. Demonstrate an ability to read, summarize, and evaluate critical analysis of Shakespeare's work.

Assessment tools:

- SLOs 1, 2, and 3: Comprehensive exam, requiring writing and analysis
- SLO 4: Annotated bibliography assignment.

English 21 Shakespeare's Plays: Comedies and Histories

Students will:

1. Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
2. Demonstrate knowledge of Elizabethan history and culture.
3. Identify, and illustrate with examples, the elements of classical comedy.
4. Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.

Assessment tool: Comprehensive final examination

English 24AB Creating Writing: Introduction to Poetry

Students will:

1. Compose, revise, discuss and critique their own poems and the poems of others incorporating knowledge of poetic terms and techniques, conventions, and forms.
2. Recognize, define, and identify poetic terms and genres.
3. Identify common poetic meters and rhyme schemes and apply them to their writing.

Assessment tool: Poetry final's writer notebook

English 25A Creative Writing: Introduction to the Craft of Fiction

Students will:

1. Identify and utilize specific strategies for creating character, setting, dialogue, and plot in short fiction.
2. Compose a 12-20 page short story demonstrating their competency with those elements of fiction.
3. Respond to the evaluations of their short stories given by their peers.

Assessment tool: Portfolio

English 26 The Literature of Science Fiction

Students will:

1. Students will be able to identify representative works of science fiction from the twentieth century to the present.
2. Students will be able to analyze representative works of science fiction from the twentieth century to the present.
3. Students will be able to place representative works of science fiction from the twentieth century to the present within the historical and cultural contexts in which the genre developed.

Assessment tool:

English 27 Children's Literature

Students will:

1. Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.
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.
3. Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.

Assessment Tool: Critical essay

English 30 The Bible as Literature

Students will:

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.
2. Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.

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.
4. Use biblical allusion and imagery in their own writing.

Assessment tool: Final exam

English 31 Mythology and Folklore

English 34 The Short Story

English 35 World Literature, 3500 BCE to 1650 CE

Students will:

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.
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.
3. Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written before 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.

Assessment tool: In-class written exam

English 36 World Literature, 1650 CE to Present

Students will:

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.
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.
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.

Assessment tool: in class written exam

English 39 Literature and Film

Students will:

1. Analyze selected novels, plays, and short stories and to compare them with corresponding film adaptations.
2. Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.
3. Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.

Assessment Tool: Essay

English 40A American Literature

Students will:

1. Students will be able to identify representative works of American literature from its beginnings through the Civil War.
2. Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
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.

Assessment tool:

English 40B American Literature

Students will:

1. Students will be able to identify representative works of American literature the post-Civil War period until the present.
2. Students will be able to analyze representative works of American literature from the post-Civil War period until the present.
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.

Assessment tool:

English 42 Chicano and Latino Literature

Students will:

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.
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.

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.
4. Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.

Assessment tool: 3-4 page thesis-driven essay focusing on single or multiple related works of Chicano/Latino literature.

English 43 African American Literature

Students will:

1. Analyze representative works of African American literature in terms of its historical progression.
2. Analyze representative works of African American literature in terms of cultural, regional, and ethnic considerations.
3. Analyze representative works of African American literature in terms of unifying themes and motifs.
4. Assess how African-American literature relates to society as a whole and/or how it relates to other literature of the dominant culture.

Assessment tool: Comprehensive project

English 44 The Literature of American Ethnic Groups

English 48 Modern Literature of Latin America

Students will:

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.
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.
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.
4. Analyze 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.

Assessment tool: essay and group project/presentation

English 78 Creative Writing: Screenwriting

Students will:

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.
2. Demonstrate the ability to create a 3-act story that must include scenes from their story's first, second, and third acts.
3. Demonstrate the ability to develop a story for film that includes at least 20 pages of scenes written for his/her film story.

Assessment tool: Final packet

English 98ABCD Literary Magazine Editing and Publishing

Students will:

1. Employ effective methods for publicizing, collecting and organizing submissions for literary journals.
2. Fairly evaluate creative works for inclusion in a literary journal.
3. Use computer software to compose the layout and publish a literary journal in a manner consistent with other college literary journals.

Assessment Tool: Portfolio of work contributed to creation of a literary journal.