

HUMANITIES

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

Program: English	Number of Courses: 37	Date Updated: 01.13.2015	Submitted by: Kevin Degnan, ext. 3355	
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
SLO-PLO-ILO ALIGNMENT NOTES: <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>				
PLOs	PLO to ILO Alignment <i>(Mark with an X)</i>			
	1	2	3	4
PLO #1 Composition Writing 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.	X	X		X
PLO #2 Literary Knowledge Students will demonstrate knowledge of literary elements, and familiarity with authors and cultural contexts of representative works.	X			
PLO #3 MLA Formatting 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.	X	X		X
PLO #4 Creative Writing Process Students will demonstrate 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.	X	X		
PLO #5 Analysis and Comprehension Skills 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.	X			X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
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.		X				X			X
ENGL 12 Introduction to Fiction: 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.		X							
ENGL 12 Introduction to Fiction: SLO #3 Trace the historical development of the short story and the novel by examining selected representational works.		X							
ENGL 15A Survey of British Literature: SLO #1 Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th Century periods, and examine their literary genres, devices, conventions, and poetic elements.		X				X			X
ENGL 15A Survey of British Literature: SLO #2 Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting linguistic or formal features, and displaying awareness of relevant cultural and historical backgrounds.		X							
ENGL 15A Survey of British Literature: SLO #3 Upon completion of the course, students will research, evaluate, and synthesize secondary material, and incorporate that material into a term paper that interprets a work of British literature from the Anglo-Saxon period through the 18th century.		X							
ENGL 15B Survey of British Literature: SLO #1 Upon completion of the course, students will identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.		X				X			X
ENGL 15B Survey of British Literature: SLO #2 Upon completion of the course, students will analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.		X							
ENGL 15B Survey of British Literature: SLO #3 Upon completion of the course, students will research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
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.			X			X	X		X
ENGL 1A Reading and Composition: 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.			X						
ENGL 1A Reading and Composition: SLO #3 Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.			X						
ENGL 1B Literature and 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.).		X	X			X	X		X
ENGL 1B Literature and Composition: SLO #2 Effectively incorporate quotations from a primary text.			X						
ENGL 1B Literature and Composition: SLO #3 Effectively utilize scholarly sources as secondary support.			X						
ENGL 1C Critical Thinking and Composition: 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.			X			X	X		X
ENGL 1C Critical Thinking and Composition: 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.			X						
ENGL 1C Critical Thinking and Composition: SLO #3 Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.			X						
ENGL 20 Shakespeare's Plays - Tragedies and Romances: SLO #1 Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.		X				X			
ENGL 20 Shakespeare's Plays - Tragedies and Romances: SLO #2 Demonstrate knowledge of Elizabethan history and culture.		X							
ENGL 20 Shakespeare's Plays - Tragedies and Romances: SLO #3 Identify, and illustrate with examples, the elements of classical tragedy.		X							
ENGL 20 Shakespeare's Plays - Tragedies and Romances: SLO #4 Demonstrate an ability to read, summarize, and evaluate critical analysis of Shakespeare's work.		X							

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 21 Shakespeare's Plays - Comedies and Histories: SLO #1 Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.		X				X			
ENGL 21 Shakespeare's Plays - Comedies and Histories: SLO #2 Demonstrate knowledge of Elizabethan history and culture.		X							
ENGL 21 Shakespeare's Plays - Comedies and Histories: SLO #3 Identify, and illustrate with examples, the elements of classical comedy.		X							
ENGL 21 Shakespeare's Plays - Comedies and Histories: SLO #4 Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.		X							
ENGL 24A Creative Writing: Introduction to 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.				X		X	X		
ENGL 24A Creative Writing: Introduction to Poetry: SLO #2 Recognize, define, and identify poetic terms and genres.				X					
ENGL 24A Creative Writing: Introduction to Poetry: SLO #3 Identify common poetic meters and rhyme schemes and apply them to their writing.				X					
ENGL 25A Creative Writing: Introduction to the Craft of Fiction: SLO #1 Identify and utilize specific strategies for creating character, setting, dialogue, and plot in short fiction.				X		X	X		
ENGL 25A Creative Writing: Introduction to the Craft of Fiction: SLO #2 Compose a 12-20 page short story demonstrating their competency with those elements of fiction.				X					
ENGL 25A Creative Writing: Introduction to the Craft of Fiction: SLO #3 Respond to the evaluations of their short stories given by their peers.				X					
ENGL 27 Children's Literature: SLO #1 Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.		X				X			
ENGL 27 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.		X							
ENGL 27 Children's Literature: SLO #3 Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.		X							

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 28 Images of Women in Literature: SLO #1 inactivating? Upon completion of the course, successful students will 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							
ENGL 28 Images of Women in Literature: SLO #2 Upon successful completion of the course, students will demonstrate how literary elements, such as plot, point of view, character, theme, symbolism, irony, and style, contribute to the portrayal of women in literary works.		X				X	X		
ENGL 28 Images of Women in Literature: SLO #3 Upon successful completion of the course, students will compose a college-level essay analyzing a literary work or works in terms of literary elements, women's themes, women's roles, and female archetypes.		X	X						
ENGL 30 English Bible as Literature: SLO #1 WRONG SLO 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.		X							
ENGL 30 English Bible as Literature: SLO #2WRONG SLO Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.		X				X			
ENGL 30 English Bible as Literature: SLO #3 WRONG SLO 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.		X							
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.		X							
ENGL 31 Mythology and Folklore: SLO #2 Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.		X							
ENGL 31 Mythology and Folklore: SLO #3 Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.		X				X			
ENGL 31 Mythology and Folklore: 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.		X							

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 32 Creative Writing: A workshop in Fiction: SLO #1 Utilize specific strategies for creating character, setting, dialogue, and plot in their own short fiction.				X		X	X		
ENGL 32 Creative Writing: A workshop in Fiction: SLO #2 Compose two 12-20 page short stories demonstrating their competency with those elements of fiction.				X					
ENGL 32 Creative Writing: A workshop in Fiction: SLO #3 Respond to the evaluations of their short stories given by their peers in the revision of their two short stories.				X					
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.		X				X			
ENGL 34 The Short Story: SLO #2 Assess short story narratives through traditional literary elements such as character, plot, setting, theme, narrative voice and symbolic patterns.		X							
ENGL 34 The Short Story: 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.		X							
ENGL 35 World Literature, 3500 BCE to 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.		X				X			
ENGL 35 World Literature, 3500 BCE to 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.		X							
ENGL 35 World Literature, 3500 BCE to 1650 CE: 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.		X	X						

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 36 World Literature, 1650 CE to 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.		X				X			
ENGL 36 World Literature, 1650 CE to Present: 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.		X							
ENGL 36 World Literature, 1650 CE to Present: 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.		X	X						
ENGL 39 Literature and Film: SLO #1 Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.		X				X			
ENGL 39 Literature and Film: SLO #2 Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.		X							
ENGL 39 Literature and Film: SLO #3 Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.		X							
ENGL 40A American Literature: SLO #1 Students will be able to identify representative works of American literature from its beginnings through the Civil War.		X				X			
ENGL 40A American Literature: SLO #2 Students will be able to analyze representative works of American literature from its beginnings through the Civil War.		X							
ENGL 40A 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.		X							

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 40B American Literature: SLO #1 Students will be able to identify representative works of American literature from the post-Civil War period until the present.		X				X			
ENGL 40B American Literature: SLO #2 Students will be able to analyze representative works of American literature from the post-Civil War period until the present.		X							
ENGL 40B American 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.		X							
ENGL 41B Survey of Film: 1950 to the Present: SLO #1 Identify values and aesthetics such as film genres, people and pivotal events of post-1950s narrative films on an objective test.		X				X	X		
ENGL 41B Survey of Film: 1950 to the Present: SLO #2 Compose an essay evaluating values, aesthetics, technical aspects such as plot, character, tone, point of view and imagery, and the cultural significance of films and in the post 1950s.		X							
ENGL 41B Survey of Film: 1950 to the Present: SLO #3 Compose an essay evaluating films from the 1950s era to present incorporating secondary sources such as film criticism and/or theory.		X							
ENGL 42 Chicano and Latino Literature: 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.		X				X	X		X
ENGL 42 Chicano and Latino Literature: 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.		X							
ENGL 42 Chicano and Latino Literature: SLO #3 Support a thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.									
ENGL 42 Chicano and Latino Literature: SLO #4 Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.		X	X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
ENGL 43 African American Literature: SLO #1 Analyze representative works of African American literature in terms of its historical progression.		X				X			
ENGL 43 African American Literature: SLO #2 Analyze representative works of African American literature in terms of cultural, regional, and ethnic considerations.		X							
ENGL 43 African American Literature: SLO #3 Analyze representative works of African American literature in terms of unifying themes and motifs.		X							
ENGL 43 African American Literature: SLO #4 Assess how African-American literature relates to society as a whole and/or how it relates to other literature of the dominant culture.		X							
ENGL 44 The Literature of American Ethnic Groups: 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.		X				X			
ENGL 44 The Literature of American Ethnic Groups: SLO #2 Students will analyze representative works by contemporary authors of major ethnic groups in America, both by chronology and by theme.		X							
ENGL 44 The Literature of American Ethnic Groups: SLO #3 Students will develop a thesis regarding how a representative work by an author of a major ethnic group in America uses themes consistent to the genre. The writing will employ organized, unified, coherent points that are supported by appropriate quotations from and references to the text. It will also use vocabulary appropriate to the subject, exhibit correct sentence structure, and follow MLA format for citations.		X	X						
ENGL 48 Modern Literature 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.		X				X			
ENGL 48 Modern Literature of Latin America: 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.		X							
ENGL 48 Modern Literature of Latin America: 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.		X							
ENGL 48 Modern Literature of Latin America: SLO #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.		X							

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 50RWA Integrated Reading and Writing: SLO #1 Demonstrate literal and inferential comprehension of non-fiction works.					X	X	X		
ENGL 50RWA Integrated Reading and Writing: SLO #2 Read a college-level text and develop an analytical response that demonstrates college-readiness.					X				
ENGL 50RWA Integrated Reading and Writing: SLO #3 Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.	X								
ENGL 50RWA Integrated Reading and Writing: SLO #4 Demonstrate familiarity with MLA formatting, MLA source-documentation, and basic research techniques.	X								
ENGL 78 Creative Writing: Screenwriting: 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.				X		X			
ENGL 78 Creative Writing: Screenwriting: SLO #2 Demonstrate the ability to create a 3-act story that must include scenes from their story's first, second, and third acts.				X					
ENGL 78 Creative Writing: Screenwriting: 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.				X					
ENGL 80 Basic Language Skills: SLO #1 Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).					X	X			
ENGL 80 Basic Language Skills: SLO #2 Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).					X				
ENGL 80 Basic Language Skills: SLO #3 Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).					X				

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL 82 Introduction to Reading Skills: SLO #1 Students will 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 9th-12th grade level (a Lexile range of 1000-1200).					X				
ENGL 82 Introduction to Reading Skills: SLO #2 Students will demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the 9th-12th grade level (a Lexile range of 1000-1200).					X	X			
ENGL 82 Introduction to Reading Skills: SLO #3 Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 9th-12th grade level (a Lexile range of 1000-1200).					X				
ENGL 84 Developmental Reading and Writing: SLO #1 Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze non-fiction texts written at the college freshman level (a Lexile range of 1250-1300).					X				
ENGL 84 Developmental Reading and Writing: SLO #2 Students will demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the college freshman level (a Lexile range of 1250-1300).					X	X			
ENGL 84 Developmental Reading and Writing: SLO #3 Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level (a Lexile range of 1250-1300).					X				
ENGL 98abcd College Literary Magazine Editing and Publishing: SLO #1 Employ effective methods for publicizing, collecting and organizing submissions for literary journals.				X					
ENGL 98abcd College Literary Magazine Editing and Publishing: SLO #2 Fairly evaluate creative works for inclusion in a literary journal.				X		X	X		
ENGL 98abcd College Literary Magazine Editing and Publishing: SLO #3 Use computer software to compose the layout and publish a literary journal in a manner consistent with other college literary journals.				X					
ENGL A Writing the College Essay: SLO #1 Compose a coherent, unified multi-paragraph expository essay that has undergone revision and relates to a text discussed in class.	X					X	X		

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL A Writing the College Essay: SLO #2 Compose introductory paragraphs with a thesis, body paragraphs with topic sentences, and concluding paragraphs.	X								
ENGL A Writing the College Essay: SLO #3 Demonstrate the ability to incorporate and document material from outside sources.	X								
ENGL A Writing the College Essay: SLO #4 Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.	X								
ENGL A Writing the College Essay: SLO #5 Utilize MLA style for formatting and documentation.	X								

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	P1	P2	P3	P4	P5	1	2	3	4
ENGL B Introduction to College Writing: SLO #1 Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.					X	X			
ENGL B Introduction to College Writing: SLO #2 Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.					X				
ENGL B Introduction to College Writing: SLO #3 Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details.					X				
ENGL B Introduction to College Writing: 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).					X				
HUMA 1 An Introduction to the Humanities: SLO #1 Students will demonstrate their understanding of the humanities by composing college level essays that describe significant works of film, drama, music, literature, painting, sculpture, and architecture.		X				X			
HUMA 1 An Introduction to the Humanities: SLO #2 Students will demonstrate their understanding of the humanities by composing college level essays that analyze and interpret significant works of film, drama, music, literature, painting, sculpture, and architecture.		X							
HUMA 1 An Introduction to the Humanities: SLO #3 Students will demonstrate their understanding of the humanities by composing college-level essays that connect these works to the historical eras in which these works were produced, the concepts that define them and the artists who produced them.		X	X						
*TUTR 200 Theory and Practice of Tutoring: SLO #1 Students/prospective tutors will understand how to assess the tutee's learning needs.									
*TUTR 200 Theory and Practice of Tutoring: SLO #2 Students/prospective tutors will understand how to apply tutoring methods, strategies and learning theories to a tutoring session.									
*TUTR 200 Theory and Practice of Tutoring: SLO #3 Students/prospective tutors will understand how to effectively communicate with a diverse student population.									

*Unique standalone course outside regular English curriculum. It is fully assessed on a regular timeline but does not align with Program-Level Outcomes.

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	P1	P2	P3	P4	P5	1	2	3	4	
<i>(Compton-Only Course)</i> ENGL C Basic English Skills: 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.					X	X				
ENGL C Basic English Skills: SLO #2 Demonstrate understanding of sentence structure, punctuation, spelling and capitalization.					X					
ENGL C Basic English Skills: SLO #3 Identify main ideas, supporting details in a short reading passage.					X					