

COURSE SLO ASSESSMENT 4-YEAR TIMELINE

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
El Camino: Course SLOs (HUM) - English	2013-14 (Fall 2013)	ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	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.).
	2013-14 (Fall 2013)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2013-14 (Fall 2013)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.
	2013-14 (Fall 2013)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2013-14 (Fall 2013)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2013-14 (Fall 2013)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2013-14 (Spring 2014)	ECC: ENGL 12	Introduction to Fiction	SLO #1: Short Story Analysis	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.
	2013-14 (Spring 2014)	ECC: ENGL 12	Introduction to Fiction	SLO #2: Comparison & Synthesis	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.
	2013-14 (Spring 2014)	ECC: ENGL 12	Introduction to Fiction	SLO #3: Historical Research	Trace the historical development of the short story and the novel by examining selected representational works.
	2013-14 (Spring 2014)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
2013-14 (Spring 2014)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.	
2013-14 (Spring 2014)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.	
2013-14 (Spring 2014)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.	
2013-14 (Spring 2014)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.	

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	2013-14 (Spring 2014)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.
	2013-14 (Spring 2014)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2013-14 (Spring 2014)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2013-14 (Spring 2014)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore Differentiation	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
	2013-14 (Spring 2014)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
	2013-14 (Spring 2014)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	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 the post-Civil War period until the present.
	2013-14 (Spring 2014)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
	2013-14 (Spring 2014)	ECC: ENGL 60	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis

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	2013-14 (Spring 2014)	(Formerly AS 20)	Prewriting Workshop	SLO #2	statement that includes a topic and an opinion or point about the topic.
	2013-14 (Spring 2014)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
	2013-14 (Spring 2014)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
	2013-14 (Spring 2014)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
	2013-14 (Spring 2014)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.
	2013-14 (Spring 2014)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
	2013-14 (Spring 2014)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2013-14 (Spring 2014)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2013-14 (Spring 2014)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
	2013-14 (Spring 2014)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2013-14 (Spring 2014)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.
	2013-14 (Spring 2014)	ECC: 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

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	2013-14 (Spring 2014)	ECC: ENGL 84	Developmental Reading and Writing	SLO #2	college freshman level.
	2013-14 (Spring 2014)	ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.
	2013-14 (Spring 2014)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2013-14 (Spring 2014)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2013-14 (Spring 2014)	ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
	2013-14 (Spring 2014)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote from outside sources.
	2013-14 (Spring 2014)	ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
	2013-14 (Spring 2014)	ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.
	2014-15 (Fall 2014)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.
	2014-15 (Fall 2014)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2014-15 (Fall 2014)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2014-15 (Fall 2014)	ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	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.).
	2014-15 (Fall 2014)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2014-15 (Fall 2014)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.
	2014-15 (Fall 2014)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2014-15 (Fall 2014)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2014-15 (Fall 2014)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2014-15 (Fall 2014)	ECC: ENGL 21	Shakespeare's Plays -	SLO #1: Literary Analysis	Analyze representative Shakespearean comedies and histories in

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	2014-15 (Fall 2014)	ECC: ENGL 21	Comedies and Histories	SLO #1: Literary Analysis	terms of the language, characters, and themes.
	2014-15 (Fall 2014)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2014-15 (Fall 2014)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #3: Classical Comedy Identification	Identify, and illustrate with examples, the elements of classical comedy.
	2014-15 (Fall 2014)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2014-15 (Fall 2014)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.
	2014-15 (Fall 2014)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2014-15 (Fall 2014)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
	2014-15 (Fall 2014)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	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.
	2014-15 (Fall 2014)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #1: Understanding Literary Elements	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.
	2014-15 (Fall 2014)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #2: Literary Elements	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.
	2014-15 (Fall 2014)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #3: Thesis-Driven Analysis	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.
	2014-15 (Fall 2014)	ECC: ENGL 39	Literature and Film	SLO #1	Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.
	2014-15 (Fall 2014)	ECC: ENGL 39	Literature and Film	SLO #2	Evaluate the strengths and weaknesses of adapted works in

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	2014-15 (Fall 2014)	ECC: ENGL 39	Literature and Film	SLO #2	comparison with the original printed versions.
	2014-15 (Fall 2014)	ECC: 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.
	2014-15 (Fall 2014)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
	2014-15 (Fall 2014)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
	2014-15 (Fall 2014)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
	2014-15 (Fall 2014)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
	2014-15 (Fall 2014)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
	2014-15 (Fall 2014)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
	2014-15 (Fall 2014)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.
	2014-15 (Fall 2014)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.
	2014-15 (Fall 2014)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.
	2014-15 (Fall 2014)	ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #1	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.
	2014-15 (Fall 2014)	ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #2	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.
	2014-15 (Fall 2014)	ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #3	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.
	2014-15 (Fall 2014)	ECC: 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 high school level.

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	2014-15 (Fall 2014)	ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.
	2014-15 (Fall 2014)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.
	2014-15 (Fall 2014)	ECC: 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.
	2014-15 (Fall 2014)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.
	2014-15 (Spring 2015)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
	2014-15 (Spring 2015)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.
	2014-15 (Spring 2015)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.
	2014-15 (Spring 2015)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
	2014-15 (Spring 2015)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2014-15 (Spring 2015)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.
	2014-15 (Spring 2015)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2014-15 (Spring 2015)	ECC: ENGL 28	Images of Women in Literature	SLO #1: Archetype, Role & Theme Identification	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.
	2014-15 (Spring 2015)	ECC: ENGL 28	Images of Women in Literature	SLO #2: Literary Elements & Portrayal of Women	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.
	2014-15 (Spring 2015)	ECC: ENGL 28	Images of Women in Literature	SLO #3	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.
	2014-15 (Spring 2015)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2014-15 (Spring 2015)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore	Identify the differences between myth and folklore as well as

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	2014-15 (Spring 2015)	ECC: ENGL 31	Mythology and Folklore	Differentiation	recognize names, symbols, creatures, and heroes in various myths and folktales.
	2014-15 (Spring 2015)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
	2014-15 (Spring 2015)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	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 the post-Civil War period until the present.
	2014-15 (Spring 2015)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
	2014-15 (Spring 2015)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2014-15 (Spring 2015)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2014-15 (Spring 2015)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.

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	2014-15 (Spring 2015)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2014-15 (Spring 2015)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.
	2014-15 (Spring 2015)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #1	Students will create a promotional event for the magazine.
	2014-15 (Spring 2015)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2014-15 (Spring 2015)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2014-15 (Spring 2015)	ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
	2014-15 (Spring 2015)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote from outside sources.
	2014-15 (Spring 2015)	ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
	2014-15 (Spring 2015)	ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.
	2015-16 (Fall 2015)	ECC: ENGL 12	Introduction to Fiction	SLO #1: Short Story Analysis	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.
	2015-16 (Fall 2015)	ECC: ENGL 12	Introduction to Fiction	SLO #2: Comparison & Synthesis	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.
	2015-16 (Fall 2015)	ECC: ENGL 12	Introduction to Fiction	SLO #3: Historical Research	Trace the historical development of the short story and the novel by examining selected representational works.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Fall 2015)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.
	2015-16 (Fall 2015)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2015-16 (Fall 2015)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2015-16 (Fall 2015)	ECC: ENGL 1AH	Honors 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 sophisticated analysis and synthesis.
	2015-16 (Fall 2015)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
	2015-16 (Fall 2015)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2015-16 (Fall 2015)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.
	2015-16 (Fall 2015)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.
	2015-16 (Fall 2015)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2015-16 (Fall 2015)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
	2015-16 (Fall 2015)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	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.
	2015-16 (Fall 2015)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #1: Understanding Literary Elements	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.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Fall 2015)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #2: Literary Elements	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.
	2015-16 (Fall 2015)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #3: Thesis-Driven Analysis	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.
	2015-16 (Fall 2015)	ECC: ENGL 39	Literature and Film	SLO #1	Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.
	2015-16 (Fall 2015)	ECC: ENGL 39	Literature and Film	SLO #2	Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.
	2015-16 (Fall 2015)	ECC: 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.
	2015-16 (Fall 2015)	ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
	2015-16 (Fall 2015)	ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
	2015-16 (Fall 2015)	ECC: 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.
	2015-16 (Fall 2015)	ECC: 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.
	2015-16 (Fall 2015)	ECC: 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.
	2015-16 (Fall 2015)	ECC: 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.
	2015-16 (Fall 2015)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #1: Literary Analysis	Students will be able to analyze literary text(s) representative of an American community of color.
	2015-16 (Fall 2015)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #2: Conceptual Analysis	Students will employ literary, theoretical, and/or historical concepts related to race and ethnicity in the analysis of literary text(s).
	2015-16 (Fall 2015)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #3: Thesis-Driven Essay	Students will compose an academic thesis about literary text(s) representative of an American community of color, and support

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Fall 2015)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #3: Thesis-Driven Essay	that thesis through methods of close reading. The resulting essay will be organized and developed in a strategic and rhetorically purposeful way.
	2015-16 (Fall 2015)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
	2015-16 (Fall 2015)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
	2015-16 (Fall 2015)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
	2015-16 (Fall 2015)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
	2015-16 (Fall 2015)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
	2015-16 (Fall 2015)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
	2015-16 (Fall 2015)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.
	2015-16 (Fall 2015)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.
	2015-16 (Fall 2015)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.
	2015-16 (Fall 2015)	ECC: 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 high school level.
	2015-16 (Fall 2015)	ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.
	2015-16 (Fall 2015)	ECC: ENGL B	Introduction to College Writing	SLO #1	Apply appropriate strategies in the writing process, including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.
	2015-16 (Fall 2015)	ECC: ENGL B	Introduction to College Writing	SLO #2	Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.
	2015-16 (Fall 2015)	ECC: ENGL B	Introduction to College Writing	SLO #3	Use basic rules of grammar, spelling, usage, and punctuation, and

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Fall 2015)	ECC: ENGL B	Writing	SLO #3	avoid errors that interfere with clarity.
	2015-16 (Fall 2015)	ECC: ENGL B	Introduction to College Writing	SLO #4	Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).
	2015-16 (Fall 2015)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #1: Literal & Inferential Comprehension	Demonstrate literal and inferential comprehension of non-fiction works.
	2015-16 (Fall 2015)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #2: Analytical Response	Read a college-level text and develop an analytical response that demonstrates college-readiness.
	2015-16 (Fall 2015)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #3: Thesis Driven Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
	2015-16 (Fall 2015)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.
	2015-16 (Fall 2015)	ECC: 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.
	2015-16 (Fall 2015)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.
	2015-16 (Spring 2016)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
	2015-16 (Spring 2016)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.
	2015-16 (Spring 2016)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.
	2015-16 (Spring 2016)	ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	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.).
	2015-16 (Spring 2016)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2015-16 (Spring 2016)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.
	2015-16 (Spring 2016)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #1	Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
	2015-16 (Spring 2016)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #2	Demonstrate the ability to effectively incorporate quotes from a primary text.
	2015-16 (Spring 2016)	ECC: ENGL 1BH	Honors Literature and	SLO #3	Demonstrate the ability to effectively utilize scholarly sources as

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	ECC: ENGL 1BH	Composition	SLO #3	secondary support.
	2015-16 (Spring 2016)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #4	Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one literary critical perspective.
	2015-16 (Spring 2016)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2015-16 (Spring 2016)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2015-16 (Spring 2016)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2015-16 (Spring 2016)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #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.
	2015-16 (Spring 2016)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #2	This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.
	2015-16 (Spring 2016)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #3	This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.
	2015-16 (Spring 2016)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #4	This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.
	2015-16 (Spring 2016)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
	2015-16 (Spring 2016)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2015-16 (Spring 2016)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.
	2015-16 (Spring 2016)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2015-16 (Spring 2016)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2015-16 (Spring 2016)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore Differentiation	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
	2015-16 (Spring 2016)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.

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	2015-16 (Spring 2016)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	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 the post-Civil War period until the present.
	2015-16 (Spring 2016)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
	2015-16 (Spring 2016)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.
	2015-16 (Spring 2016)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
	2015-16 (Spring 2016)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
	2015-16 (Spring 2016)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
	2015-16 (Spring 2016)	ECC: ENGL 61	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	(Formerly AS 30)	Test-Taking Strategies	SLO #3	knowledge on subjective test questions with linguistically and structurally appropriate answers.
	2015-16 (Spring 2016)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
	2015-16 (Spring 2016)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2015-16 (Spring 2016)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2015-16 (Spring 2016)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
	2015-16 (Spring 2016)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2015-16 (Spring 2016)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.
	2015-16 (Spring 2016)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2015-16 (Spring 2016)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2015-16 (Spring 2016)	ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
	2015-16 (Spring 2016)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	from outside sources.
	2015-16 (Spring 2016)	ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
	2015-16 (Spring 2016)	ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2015-16 (Spring 2016)	ECC: 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.
	2016-17 (Fall 2016)	ECC: ENGL 12	Introduction to Fiction	SLO #1: Short Story Analysis	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.
	2016-17 (Fall 2016)	ECC: ENGL 12	Introduction to Fiction	SLO #2: Comparison & Synthesis	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.
	2016-17 (Fall 2016)	ECC: ENGL 12	Introduction to Fiction	SLO #3: Historical Research	Trace the historical development of the short story and the novel by examining selected representational works.
	2016-17 (Fall 2016)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.
	2016-17 (Fall 2016)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2016-17 (Fall 2016)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2016-17 (Fall 2016)	ECC: ENGL 1AH	Honors 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 sophisticated analysis and synthesis.
	2016-17 (Fall 2016)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
	2016-17 (Fall 2016)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

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	2016-17 (Fall 2016)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.
	2016-17 (Fall 2016)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #1: Literary Analysis	Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
	2016-17 (Fall 2016)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2016-17 (Fall 2016)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #3: Classical Comedy Identification	Identify, and illustrate with examples, the elements of classical comedy.
	2016-17 (Fall 2016)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2016-17 (Fall 2016)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.
	2016-17 (Fall 2016)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2016-17 (Fall 2016)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
	2016-17 (Fall 2016)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	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.
	2016-17 (Fall 2016)	ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
	2016-17 (Fall 2016)	ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
	2016-17 (Fall 2016)	ECC: 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.
	2016-17 (Fall 2016)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
	2016-17 (Fall 2016)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
	2016-17 (Fall 2016)	ECC: ENGL 63 (Formerly AS	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Fall 2016)	23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
	2016-17 (Fall 2016)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
	2016-17 (Fall 2016)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
	2016-17 (Fall 2016)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
	2016-17 (Fall 2016)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.
	2016-17 (Fall 2016)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.
	2016-17 (Fall 2016)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.
	2016-17 (Fall 2016)	ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.
	2016-17 (Fall 2016)	ECC: 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 high school level.
	2016-17 (Fall 2016)	ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.
	2016-17 (Fall 2016)	ECC: ENGL B	Introduction to College Writing	SLO #1	Apply appropriate strategies in the writing process, including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.
	2016-17 (Fall 2016)	ECC: ENGL B	Introduction to College Writing	SLO #2	Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.
	2016-17 (Fall 2016)	ECC: ENGL B	Introduction to College Writing	SLO #3	Use basic rules of grammar, spelling, usage, and punctuation, and avoid errors that interfere with clarity.
	2016-17 (Fall 2016)	ECC: ENGL B	Introduction to College Writing	SLO #4	Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).
	2016-17 (Fall 2016)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #1: Literal & Inferential Comprehension	Demonstrate literal and inferential comprehension of non-fiction works.
	2016-17 (Fall 2016)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #2: Analytical Response	Read a college-level text and develop an analytical response that demonstrates college-readiness.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Fall 2016)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #3: Thesis Driven Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
	2016-17 (Fall 2016)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #4: MLA	Students will format an essay according to MLA guidelines and will parenthetically cite sources according to MLA guidelines.
	2016-17 (Fall 2016)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.
	2016-17 (Fall 2016)	ECC: 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.
	2016-17 (Fall 2016)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.
	2016-17 (Spring 2017)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
	2016-17 (Spring 2017)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.
	2016-17 (Spring 2017)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.
	2016-17 (Spring 2017)	ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	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.).
	2016-17 (Spring 2017)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2016-17 (Spring 2017)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.
	2016-17 (Spring 2017)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #1	Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
	2016-17 (Spring 2017)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #2	Demonstrate the ability to effectively incorporate quotes from a primary text.
	2016-17 (Spring 2017)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #3	Demonstrate the ability to effectively utilize scholarly sources as secondary support.
	2016-17 (Spring 2017)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #4	Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one literary critical perspective.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2016-17 (Spring 2017)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2016-17 (Spring 2017)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2016-17 (Spring 2017)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #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.
	2016-17 (Spring 2017)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #2	This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.
	2016-17 (Spring 2017)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #3	This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.
	2016-17 (Spring 2017)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #4	This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.
	2016-17 (Spring 2017)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
	2016-17 (Spring 2017)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2016-17 (Spring 2017)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.
	2016-17 (Spring 2017)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2016-17 (Spring 2017)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2016-17 (Spring 2017)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore Differentiation	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
	2016-17 (Spring 2017)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
	2016-17 (Spring 2017)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2016-17 (Spring 2017)	ECC: ENGL 36	World Literature, 1650 CE	SLO #1	Demonstrate an understanding of literary elements such as plot,

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: ENGL 36	to Present	SLO #1	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.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	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 the post-Civil War period until the present.
	2016-17 (Spring 2017)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
	2016-17 (Spring 2017)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.
	2016-17 (Spring 2017)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
	2016-17 (Spring 2017)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
	2016-17 (Spring 2017)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
	2016-17 (Spring 2017)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.
	2016-17 (Spring 2017)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2016-17 (Spring 2017)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2016-17 (Spring 2017)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
	2016-17 (Spring 2017)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2016-17 (Spring 2017)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.
	2016-17 (Spring 2017)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2016-17 (Spring 2017)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2016-17 (Spring 2017)	ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
	2016-17 (Spring 2017)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote from outside sources.
	2016-17 (Spring 2017)	ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
	2016-17 (Spring 2017)	ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.
	2016-17 (Spring 2017)	ECC: HUMA 1	An Introduction to the	SLO #1	Students will demonstrate their understanding of the humanities by

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: HUMA 1	Humanities	SLO #1	composing college level essays that describe significant works of film, drama, music, literature, painting, sculpture, and architecture.
	2016-17 (Spring 2017)	ECC: 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.
	2016-17 (Spring 2017)	ECC: 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.
	2017-18 (Fall 2017)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.
	2017-18 (Fall 2017)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2017-18 (Fall 2017)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2017-18 (Fall 2017)	ECC: ENGL 1AH	Honors 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 sophisticated analysis and synthesis.
	2017-18 (Fall 2017)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
	2017-18 (Fall 2017)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2017-18 (Fall 2017)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.
	2017-18 (Fall 2017)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #1: Literary Analysis	Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
	2017-18 (Fall 2017)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2017-18 (Fall 2017)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #3: Classical Comedy Identification	Identify, and illustrate with examples, the elements of classical comedy.
	2017-18 (Fall 2017)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2017-18 (Fall 2017)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of	SLO #2 Short Story Composition	Compose an 8-20 page short story demonstrating their competency with those elements of fiction.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	ECC: ENGL 25A	Fiction	SLO #2 Short Story Composition	Compose an 8-20 page short story demonstrating their competency with those elements of fiction.
	2017-18 (Fall 2017)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #3 Short Story Revision	Students will revise their short stories based upon evaluations received from their peers and the instructor.
	2017-18 (Fall 2017)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2017-18 (Fall 2017)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
	2017-18 (Fall 2017)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	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.
	2017-18 (Fall 2017)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #1: Understanding Literary Elements	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.
	2017-18 (Fall 2017)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #2: Literary Elements	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.
	2017-18 (Fall 2017)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #3: Thesis-Driven Analysis	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.
	2017-18 (Fall 2017)	ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
	2017-18 (Fall 2017)	ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
	2017-18 (Fall 2017)	ECC: 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.
	2017-18 (Fall 2017)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
	2017-18 (Fall 2017)	ECC: ENGL 63	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	(Formerly AS 23)	Spelling Techniques	SLO #2	text.
	2017-18 (Fall 2017)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
	2017-18 (Fall 2017)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
	2017-18 (Fall 2017)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
	2017-18 (Fall 2017)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
	2017-18 (Fall 2017)	ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.
	2017-18 (Fall 2017)	ECC: 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 high school level.
	2017-18 (Fall 2017)	ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.
	2017-18 (Fall 2017)	ECC: ENGL B	Introduction to College Writing	SLO #1	Apply appropriate strategies in the writing process, including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.
	2017-18 (Fall 2017)	ECC: ENGL B	Introduction to College Writing	SLO #2	Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.
	2017-18 (Fall 2017)	ECC: ENGL B	Introduction to College Writing	SLO #3	Use basic rules of grammar, spelling, usage, and punctuation, and avoid errors that interfere with clarity.
	2017-18 (Fall 2017)	ECC: ENGL B	Introduction to College Writing	SLO #4	Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).
	2017-18 (Fall 2017)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #1: Literal & Inferential Comprehension	Demonstrate literal and inferential comprehension of non-fiction works.
	2017-18 (Fall 2017)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #2: Analytical Response	Read a college-level text and develop an analytical response that demonstrates college-readiness.
	2017-18 (Fall 2017)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #3: Thesis Driven Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
	2017-18 (Fall 2017)	ECC: ENGL RWA	Integrated Reading and Writing	SLO #4: MLA	Students will format an essay according to MLA guidelines and will parenthetically cite sources according to MLA guidelines.
	2017-18 (Fall 2017)	ECC: ENGL RWE	Integrated Reading and	SLO #1: Comprehension	Demonstrate literal and inferential comprehension of non-fiction,

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	ECC: ENGL RWE	Writing Enhanced	SLO #1: Comprehension	multi-paragraph, college-level texts.
	2017-18 (Fall 2017)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #2: Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
	2017-18 (Fall 2017)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #3: MLA	Demonstrate familiarity with MLA formatting, MLA source-documentation, and basic research techniques.
	2017-18 (Fall 2017)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #4: Basic Rules	Use basic rules of grammar, spelling, usage, and punctuation so that ideas are clear.
	2017-18 (Fall 2017)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.
	2017-18 (Fall 2017)	ECC: 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.
	2017-18 (Fall 2017)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.
	2017-18 (Spring 2018)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
	2017-18 (Spring 2018)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.
	2017-18 (Spring 2018)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.
	2017-18 (Spring 2018)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #1	Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
	2017-18 (Spring 2018)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #2	Demonstrate the ability to effectively incorporate quotes from a primary text.
	2017-18 (Spring 2018)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #3	Demonstrate the ability to effectively utilize scholarly sources as secondary support.
	2017-18 (Spring 2018)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #4	Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one literary critical perspective.
	2017-18 (Spring 2018)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #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.
	2017-18 (Spring 2018)	ECC: ENGL 1CH	Honors Critical Thinking	SLO #2	This argument will also reflect students' ability to identify and

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Spring 2018)	ECC: ENGL 1CH	and Composition	SLO #2	assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.
	2017-18 (Spring 2018)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #3	This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.
	2017-18 (Spring 2018)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #4	This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.
	2017-18 (Spring 2018)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
	2017-18 (Spring 2018)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2017-18 (Spring 2018)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.
	2017-18 (Spring 2018)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2017-18 (Spring 2018)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #1 Major Poetic Elements	Students will be able to identify, incorporate, and discuss major poetic elements and conventions in their poems.
	2017-18 (Spring 2018)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #2 Apply Poetry Techniques	Students will be able to apply poetry techniques such as forms and genre to their poems.
	2017-18 (Spring 2018)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #3 Revise Poems	Students will revise their poems based upon evaluations received from their peers and the instructor.
	2017-18 (Spring 2018)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2017-18 (Spring 2018)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore Differentiation	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
	2017-18 (Spring 2018)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
	2017-18 (Spring 2018)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2017-18 (Spring 2018)	ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #1 Utilize Specific Strategies	Utilize specific strategies for establishing character, setting, point of view, conflict, dialogue, and theme in their own short fiction and nonfiction stories.
	2017-18 (Spring 2018)	ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #2 Compose Stories	Compose two 6-20 page short fiction or nonfiction stories by demonstrating their competency with the elements of fiction and nonfiction.
	2017-18 (Spring 2018)	ECC: ENGL 32	Creative Writing: A	SLO #3 Assess and Revise	Assess and revise short fiction and nonfiction stories for portfolio

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Spring 2018)	ECC: ENGL 32	Workshop in Fiction	SLO #3 Assess and Revise	based upon written and verbal evaluations received from their peers and instructor in the workshop practice.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	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 the post-Civil War period until the present.
	2017-18 (Spring 2018)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
	2017-18 (Spring 2018)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.
	2017-18 (Spring 2018)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
	2017-18 (Spring 2018)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
	2017-18 (Spring 2018)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
	2017-18 (Spring 2018)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Spring 2018)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
	2017-18 (Spring 2018)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2017-18 (Spring 2018)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2017-18 (Spring 2018)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
	2017-18 (Spring 2018)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2017-18 (Spring 2018)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: ENGL 78	Creative Writing: Screenwriting	SLO #3 Revision of Scenes	Demonstrate the ability to develop at least 20 pages of scenes written for his/her film story that have undergone revision based on feedback from the instructor.
	2017-18 (Spring 2018)	ECC: ENGL 80	Basic Language Skills	SLO #1 Context Clues	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 middle school level.
	2017-18 (Spring 2018)	ECC: ENGL 80	Basic Language Skills	SLO #2 Fluency Strategies	Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the middle school level.
	2017-18 (Spring 2018)	ECC: ENGL 80	Basic Language Skills	SLO #3 Study Skills	Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the middle school level.
	2017-18 (Spring 2018)	ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.
	2017-18 (Spring 2018)	ECC: 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.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Spring 2018)	ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.
	2017-18 (Spring 2018)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #1	Students will create a promotional event for the magazine.
	2017-18 (Spring 2018)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2017-18 (Spring 2018)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2017-18 (Spring 2018)	ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
	2017-18 (Spring 2018)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote from outside sources.
	2017-18 (Spring 2018)	ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
	2017-18 (Spring 2018)	ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	ECC: 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.
	2018-19 (Fall 2018)	ECC: ENGL 15A	Survey of British Literature	SLO #1 Identify Representative Works	Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th century periods.
	2018-19 (Fall 2018)	ECC: ENGL 15A	Survey of British Literature	SLO #2 Literary Analysis	Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting relevant literary devices (i.e. genre, linguistic and formal features, conventions, poetic elements).
	2018-19 (Fall 2018)	ECC: ENGL 15A	Survey of British Literature	SLO #3 Demonstrate Awareness	Upon completion of the course, students will demonstrate awareness of relevant historical context and background (i.e. cultural, social, political, economic) in representative works of British literature from the Anglo-Saxon period through the 18th century.
	2018-19 (Fall 2018)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Fall 2018)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2018-19 (Fall 2018)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2018-19 (Fall 2018)	ECC: ENGL 1AH	Honors 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 sophisticated analysis and synthesis.
	2018-19 (Fall 2018)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
	2018-19 (Fall 2018)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2018-19 (Fall 2018)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.
	2018-19 (Fall 2018)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #1: Literary Analysis	Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
	2018-19 (Fall 2018)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2018-19 (Fall 2018)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #3: Classical Comedy Identification	Identify, and illustrate with examples, the elements of classical comedy.
	2018-19 (Fall 2018)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.
	2018-19 (Fall 2018)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #2 Short Story Composition	Compose an 8-20 page short story demonstrating their competency with those elements of fiction.
	2018-19 (Fall 2018)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #3 Short Story Revision	Students will revise their short stories based upon evaluations received from their peers and the instructor.
	2018-19 (Fall 2018)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2018-19 (Fall 2018)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Fall 2018)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	will recall and identify major names and characters found in the Bible.
	2018-19 (Fall 2018)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	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.
	2018-19 (Fall 2018)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #1: Understanding Literary Elements	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.
	2018-19 (Fall 2018)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #2: Literary Elements	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.
	2018-19 (Fall 2018)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #3: Thesis-Driven Analysis	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.
	2018-19 (Fall 2018)	ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
	2018-19 (Fall 2018)	ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
	2018-19 (Fall 2018)	ECC: 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.
	2018-19 (Fall 2018)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
	2018-19 (Fall 2018)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
	2018-19 (Fall 2018)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
	2018-19 (Fall 2018)	ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.
	2018-19 (Fall 2018)	ECC: ENGL 82	Introduction to Reading Skills	SLO #2	Students will demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction

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	2018-19 (Fall 2018)	ECC: ENGL 82	Introduction to Reading Skills	SLO #2	texts written at the high school level.
	2018-19 (Fall 2018)	ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.
	2018-19 (Fall 2018)	ECC: ENGL B	Introduction to College Writing	SLO #1	Apply appropriate strategies in the writing process, including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.
	2018-19 (Fall 2018)	ECC: ENGL B	Introduction to College Writing	SLO #2	Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.
	2018-19 (Fall 2018)	ECC: ENGL B	Introduction to College Writing	SLO #3	Use basic rules of grammar, spelling, usage, and punctuation, and avoid errors that interfere with clarity.
	2018-19 (Fall 2018)	ECC: ENGL B	Introduction to College Writing	SLO #4	Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).
	2018-19 (Fall 2018)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #1: Comprehension	Demonstrate literal and inferential comprehension of non-fiction, multi-paragraph, college-level texts.
	2018-19 (Fall 2018)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #2: Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
	2018-19 (Fall 2018)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #3: MLA	Demonstrate familiarity with MLA formatting, MLA source-documentation, and basic research techniques.
	2018-19 (Fall 2018)	ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #4: Basic Rules	Use basic rules of grammar, spelling, usage, and punctuation so that ideas are clear.
	2018-19 (Fall 2018)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.
	2018-19 (Fall 2018)	ECC: 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.
	2018-19 (Fall 2018)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.
	2018-19 (Spring 2019)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
	2018-19 (Spring 2019)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.
	2018-19 (Spring 2019)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.
	2018-19 (Spring 2019)	ECC: ENGL 1B	Literature and	SLO #1: Literary Analysis	Write an out-of-class, thesis-driven essay that identifies and

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Spring 2019)	ECC: ENGL 1B	Composition	Essay	analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.).
	2018-19 (Spring 2019)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2018-19 (Spring 2019)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.
	2018-19 (Spring 2019)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #1	Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
	2018-19 (Spring 2019)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #2	Demonstrate the ability to effectively incorporate quotes from a primary text.
	2018-19 (Spring 2019)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #3	Demonstrate the ability to effectively utilize scholarly sources as secondary support.
	2018-19 (Spring 2019)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #4	Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one literary critical perspective.
	2018-19 (Spring 2019)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2018-19 (Spring 2019)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2018-19 (Spring 2019)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2018-19 (Spring 2019)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #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.
	2018-19 (Spring 2019)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #2	This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.
	2018-19 (Spring 2019)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #3	This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.
	2018-19 (Spring 2019)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #4	This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.
	2018-19 (Spring 2019)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #1 Major Poetic Elements	Students will be able to identify, incorporate, and discuss major poetic elements and conventions in their poems.
	2018-19 (Spring 2019)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #2 Apply Poetry Techniques	Students will be able to apply poetry techniques such as forms and genre to their poems.

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	2018-19 (Spring 2019)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #3 Revise Poems	Students will revise their poems based upon evaluations received from their peers and the instructor.
	2018-19 (Spring 2019)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2018-19 (Spring 2019)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore Differentiation	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
	2018-19 (Spring 2019)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
	2018-19 (Spring 2019)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	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 the post-Civil War period until the present.
	2018-19 (Spring 2019)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #1: Literary Analysis	Students will be able to analyze literary text(s) representative of an American community of color.
	2018-19 (Spring 2019)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #2: Conceptual Analysis	Students will employ literary, theoretical, and/or historical concepts related to race and ethnicity in the analysis of literary text(s).
	2018-19 (Spring 2019)	ECC: ENGL 44	The Literature of American	SLO #3: Thesis-Driven Essay	Students will compose an academic thesis about literary text(s)

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Spring 2019)	ECC: ENGL 44	Ethnic Groups	SLO #3: Thesis-Driven Essay	representative of an American community of color, and support that thesis through methods of close reading. The resulting essay will be organized and developed in a strategic and rhetorically purposeful way.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: ENGL 78	Creative Writing: Screenwriting	SLO #3 Revision of Scenes	Demonstrate the ability to develop at least 20 pages of scenes written for his/her film story that have undergone revision based on feedback from the instructor.
	2018-19 (Spring 2019)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #1	Students will create a promotional event for the magazine.
	2018-19 (Spring 2019)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2018-19 (Spring 2019)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2018-19 (Spring 2019)	ECC: 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.
	2019-20 (Fall 2019)	ECC: ENGL 15A	Survey of British Literature	SLO #1 Identify Representative Works	Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th century periods.
	2019-20 (Fall 2019)	ECC: ENGL 15A	Survey of British Literature	SLO #2 Literary Analysis	Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting relevant literary devices (i.e. genre, linguistic and formal features, conventions, poetic elements).
	2019-20 (Fall 2019)	ECC: ENGL 15A	Survey of British Literature	SLO #3 Demonstrate Awareness	Upon completion of the course, students will demonstrate awareness of relevant historical context and background (i.e. cultural, social, political, economic) in representative works of British literature from the Anglo-Saxon period through the 18th century.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Fall 2019)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.
	2019-20 (Fall 2019)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2019-20 (Fall 2019)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2019-20 (Fall 2019)	ECC: ENGL 1AH	Honors 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 sophisticated analysis and synthesis.
	2019-20 (Fall 2019)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
	2019-20 (Fall 2019)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2019-20 (Fall 2019)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.
	2019-20 (Fall 2019)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.
	2019-20 (Fall 2019)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #2 Short Story Composition	Compose an 8-20 page short story demonstrating their competency with those elements of fiction.
	2019-20 (Fall 2019)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #3 Short Story Revision	Students will revise their short stories based upon evaluations received from their peers and the instructor.
	2019-20 (Fall 2019)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2019-20 (Fall 2019)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
	2019-20 (Fall 2019)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	Recognize and discuss symbolism and figurative language used

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	2019-20 (Fall 2019)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	throughout the Bible as well as describe and explain background information pertaining to the ancient Middle East.
	2019-20 (Fall 2019)	ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
	2019-20 (Fall 2019)	ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
	2019-20 (Fall 2019)	ECC: 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.
	2019-20 (Spring 2020)	ECC: ENGL 12	Introduction to Fiction	SLO #1: Short Story Analysis	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.
	2019-20 (Spring 2020)	ECC: ENGL 12	Introduction to Fiction	SLO #2: Comparison & Synthesis	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.
	2019-20 (Spring 2020)	ECC: ENGL 12	Introduction to Fiction	SLO #3: Historical Research	Trace the historical development of the short story and the novel by examining selected representational works.
	2019-20 (Spring 2020)	ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	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.
	2019-20 (Spring 2020)	ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	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.
	2019-20 (Spring 2020)	ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	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.
	2019-20 (Spring 2020)	ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	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.).
	2019-20 (Spring 2020)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2019-20 (Spring 2020)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.
	2019-20 (Spring 2020)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #1	Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
	2019-20 (Spring 2020)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #2	Demonstrate the ability to effectively incorporate quotes from a primary text.

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	2019-20 (Spring 2020)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #3	Demonstrate the ability to effectively utilize scholarly sources as secondary support.
	2019-20 (Spring 2020)	ECC: ENGL 1BH	Honors Literature and Composition	SLO #4	Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one literary critical perspective.
	2019-20 (Spring 2020)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2019-20 (Spring 2020)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2019-20 (Spring 2020)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2019-20 (Spring 2020)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #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.
	2019-20 (Spring 2020)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #2	This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.
	2019-20 (Spring 2020)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #3	This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.
	2019-20 (Spring 2020)	ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #4	This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.
	2019-20 (Spring 2020)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
	2019-20 (Spring 2020)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.
	2019-20 (Spring 2020)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.
	2019-20 (Spring 2020)	ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2019-20 (Spring 2020)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #1 Major Poetic Elements	Students will be able to identify, incorporate, and discuss major poetic elements and conventions in their poems.
	2019-20 (Spring 2020)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #2 Apply Poetry Techniques	Students will be able to apply poetry techniques such as forms and genre to their poems.
	2019-20 (Spring 2020)	ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #3 Revise Poems	Students will revise their poems based upon evaluations received from their peers and the instructor.
	2019-20 (Spring 2020)	ECC: ENGL 27	Children's Literature	SLO #1: Theme, Plot &	Demonstrate an understanding and appreciation of prevalent

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	2019-20 (Spring 2020)	ECC: ENGL 27	Children's Literature	Character	archetypal themes, plots and characters in children's literature.
	2019-20 (Spring 2020)	ECC: ENGL 27	Children's Literature	SLO #2: Literary Analysis	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.
	2019-20 (Spring 2020)	ECC: ENGL 27	Children's Literature	SLO #3: Comparative Evaluation	Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.
	2019-20 (Spring 2020)	ECC: ENGL 28	Images of Women in Literature	SLO #1: Archetype, Role & Theme Identification	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.
	2019-20 (Spring 2020)	ECC: ENGL 28	Images of Women in Literature	SLO #2: Literary Elements & Portrayal of Women	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.
	2019-20 (Spring 2020)	ECC: ENGL 28	Images of Women in Literature	SLO #3	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.
	2019-20 (Spring 2020)	ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
	2019-20 (Spring 2020)	ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore Differentiation	Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
	2019-20 (Spring 2020)	ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
	2019-20 (Spring 2020)	ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	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.
	2019-20 (Spring 2020)	ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #1 Utilize Specific Strategies	Utilize specific strategies for establishing character, setting, point of view, conflict, dialogue, and theme in their own short fiction and nonfiction stories.
	2019-20 (Spring 2020)	ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #2 Compose Stories	Compose two 6-20 page short fiction or nonfiction stories by demonstrating their competency with the elements of fiction and nonfiction.
	2019-20 (Spring 2020)	ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #3 Assess and Revise	Assess and revise short fiction and nonfiction stories for portfolio based upon written and verbal evaluations received from their peers and instructor in the workshop practice.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: ENGL 36	World Literature, 1650 CE	SLO #2	Analyze representative texts of African, Asian/Pacific Islander,

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	2019-20 (Spring 2020)	ECC: ENGL 36	to Present	SLO #2	European, Latin American, and Middle Eastern cultures written since 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	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 the post-Civil War period until the present.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: ENGL 42	Chicano and Latino Literature	SLO #4	Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.
	2019-20 (Spring 2020)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #1: Literary Analysis	Students will be able to analyze literary text(s) representative of an American community of color.
	2019-20 (Spring 2020)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #2: Conceptual Analysis	Students will employ literary, theoretical, and/or historical concepts related to race and ethnicity in the analysis of literary text(s).
	2019-20 (Spring 2020)	ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #3: Thesis-Driven Essay	Students will compose an academic thesis about literary text(s) representative of an American community of color, and support that thesis through methods of close reading. The resulting essay will be organized and developed in a strategic and rhetorically purposeful way.
	2019-20 (Spring 2020)	ECC: ENGL 60 (Formerly AS	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.

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	2019-20 (Spring 2020)	20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
	2019-20 (Spring 2020)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.
	2019-20 (Spring 2020)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
	2019-20 (Spring 2020)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
	2019-20 (Spring 2020)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
	2019-20 (Spring 2020)	ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.
	2019-20 (Spring 2020)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
	2019-20 (Spring 2020)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2019-20 (Spring 2020)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2019-20 (Spring 2020)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
	2019-20 (Spring 2020)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2019-20 (Spring 2020)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: ENGL 78	Creative Writing: Screenwriting	SLO #3 Revision of Scenes	Demonstrate the ability to develop at least 20 pages of scenes written for his/her film story that have undergone revision based on

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Spring 2020)	ECC: ENGL 78	Creative Writing: Screenwriting	SLO #3 Revision of Scenes	feedback from the instructor.
	2019-20 (Spring 2020)	ECC: ENGL 80	Basic Language Skills	SLO #1 Context Clues	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 middle school level.
	2019-20 (Spring 2020)	ECC: ENGL 80	Basic Language Skills	SLO #2 Fluency Strategies	Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the middle school level.
	2019-20 (Spring 2020)	ECC: ENGL 80	Basic Language Skills	SLO #3 Study Skills	Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the middle school level.
	2019-20 (Spring 2020)	ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.
	2019-20 (Spring 2020)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #1	Students will create a promotional event for the magazine.
	2019-20 (Spring 2020)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.
	2019-20 (Spring 2020)	ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.
	2019-20 (Spring 2020)	ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
	2019-20 (Spring 2020)	ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote from outside sources.
	2019-20 (Spring 2020)	ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
	2019-20 (Spring 2020)	ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.
	2019-20 (Spring 2020)	ECC: 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.
	2019-20 (Spring 2020)	ECC: 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.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Spring 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: ENGL 15A	Survey of British Literature	SLO #1 Identify Representative Works	Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th century periods.
	2020-21 (Fall 2020)	ECC: ENGL 15A	Survey of British Literature	SLO #2 Literary Analysis	Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting relevant literary devices (i.e. genre, linguistic and formal features, conventions, poetic elements).
	2020-21 (Fall 2020)	ECC: ENGL 15A	Survey of British Literature	SLO #3 Demonstrate Awareness	Upon completion of the course, students will demonstrate awareness of relevant historical context and background (i.e. cultural, social, political, economic) in representative works of British literature from the Anglo-Saxon period through the 18th century.
	2020-21 (Fall 2020)	ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	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.
	2020-21 (Fall 2020)	ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	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.
	2020-21 (Fall 2020)	ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2020-21 (Fall 2020)	ECC: ENGL 1AH	Honors 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 sophisticated analysis and synthesis.
	2020-21 (Fall 2020)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
	2020-21 (Fall 2020)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
	2020-21 (Fall 2020)	ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.
	2020-21 (Fall 2020)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #1: Literary Analysis	Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
	2020-21 (Fall 2020)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.

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	2020-21 (Fall 2020)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #3: Classical Comedy Identification	Identify, and illustrate with examples, the elements of classical comedy.
	2020-21 (Fall 2020)	ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.
	2020-21 (Fall 2020)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.
	2020-21 (Fall 2020)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #2 Short Story Composition	Compose an 8-20 page short story demonstrating their competency with those elements of fiction.
	2020-21 (Fall 2020)	ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #3 Short Story Revision	Students will revise their short stories based upon evaluations received from their peers and the instructor.
	2020-21 (Fall 2020)	ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	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.
	2020-21 (Fall 2020)	ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
	2020-21 (Fall 2020)	ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	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.
	2020-21 (Fall 2020)	ECC: ENGL 34	The Short Story	SLO #1: Literary Analysis (Theory)	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.
	2020-21 (Fall 2020)	ECC: ENGL 34	The Short Story	SLO #2: Literary Analysis (Elements)	Assess short story narratives through traditional literary elements such as character, plot, setting, theme, narrative voice and symbolic patterns.
	2020-21 (Fall 2020)	ECC: ENGL 34	The Short Story	SLO #3: Short Story Universal Perspective	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.
	2020-21 (Fall 2020)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #1: Understanding Literary Elements	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.
	2020-21 (Fall 2020)	ECC: ENGL 35	World Literature, 3500 BCE	SLO #2: Literary Elements	Analyze representative texts of African, Asian/Pacific Islander,

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	2020-21 (Fall 2020)	ECC: ENGL 35	to 1650 CE	SLO #2: Literary Elements	European, Latin American, and Middle Eastern cultures written before 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.
	2020-21 (Fall 2020)	ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #3: Thesis-Driven Analysis	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.
	2020-21 (Fall 2020)	ECC: ENGL 39	Literature and Film	SLO #1	Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.
	2020-21 (Fall 2020)	ECC: ENGL 39	Literature and Film	SLO #2	Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.
	2020-21 (Fall 2020)	ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: ENGL 43	African American Literature	SLO #1	Analyze representative works of African American literature in terms of its historical progression.
	2020-21 (Fall 2020)	ECC: ENGL 43	African American Literature	SLO #2	Analyze representative works of African American literature in terms of cultural, regional, and ethnic considerations.
	2020-21 (Fall 2020)	ECC: ENGL 43	African American Literature	SLO #3	Analyze representative works of African American literature in terms of unifying themes and motifs.
	2020-21 (Fall 2020)	ECC: 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.

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	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
	2020-21 (Fall 2020)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
	2020-21 (Fall 2020)	ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
	2020-21 (Fall 2020)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
	2020-21 (Fall 2020)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
	2020-21 (Fall 2020)	ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
	2020-21 (Fall 2020)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.
	2020-21 (Fall 2020)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.
	2020-21 (Fall 2020)	ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2020-21 (Fall 2020)	35)	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.
	2020-21 (Fall 2020)	ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #1	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.
	2020-21 (Fall 2020)	ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #2	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.
	2020-21 (Fall 2020)	ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #3	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.
	2020-21 (Fall 2020)	ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.
	2020-21 (Fall 2020)	ECC: 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 high school level.
	2020-21 (Fall 2020)	ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.
	2020-21 (Fall 2020)	ECC: ENGL B	Introduction to College Writing	SLO #1	Apply appropriate strategies in the writing process, including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.
	2020-21 (Fall 2020)	ECC: ENGL B	Introduction to College Writing	SLO #2	Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.
	2020-21 (Fall 2020)	ECC: ENGL B	Introduction to College Writing	SLO #3	Use basic rules of grammar, spelling, usage, and punctuation, and avoid errors that interfere with clarity.
	2020-21 (Fall 2020)	ECC: ENGL B	Introduction to College Writing	SLO #4	Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).
	2020-21 (Fall 2020)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.
	2020-21 (Fall 2020)	ECC: 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.
	2020-21 (Fall 2020)	ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.
	2020-21 (Spring 2021)	ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	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.).
	2020-21 (Spring 2021)	ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.
	2020-21 (Spring 2021)	ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.

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	2020-21 (Spring 2021)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
	2020-21 (Spring 2021)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
	2020-21 (Spring 2021)	ECC: ENGL 1C	Critical Thinking and Composition	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.
	2020-21 (Spring 2021)	ECC: ENGL 28	Images of Women in Literature	SLO #1: Archetype, Role & Theme Identification	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.
	2020-21 (Spring 2021)	ECC: ENGL 28	Images of Women in Literature	SLO #2: Literary Elements & Portrayal of Women	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.
	2020-21 (Spring 2021)	ECC: ENGL 28	Images of Women in Literature	SLO #3	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.
	2020-21 (Spring 2021)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
	2020-21 (Spring 2021)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.
	2020-21 (Spring 2021)	ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
	2020-21 (Spring 2021)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
	2020-21 (Spring 2021)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
	2020-21 (Spring 2021)	ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
	2020-21 (Spring 2021)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
	2020-21 (Spring 2021)	ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
	2020-21 (Spring 2021)	ECC: ENGL 66	Sentence Errors and	SLO #3	Demonstrate writing that is reasonably proficient in correct use of

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2020-21 (Spring 2021)	(Formerly AS 36)	Punctuation	SLO #3	punctuation.
	2020-21 (Spring 2021)	ECC: ENGL 80	Basic Language Skills	SLO #1 Context Clues	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 middle school level.
	2020-21 (Spring 2021)	ECC: ENGL 80	Basic Language Skills	SLO #2 Fluency Strategies	Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the middle school level.
	2020-21 (Spring 2021)	ECC: ENGL 80	Basic Language Skills	SLO #3 Study Skills	Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the middle school level.
	2021-22 (Fall 2021)	ECC: ENGL 39	Literature and Film	SLO #1	Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.
	2021-22 (Fall 2021)	ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.
	2022-23 (Fall 2022)	ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.